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ABSTRACT

This guide is intended for vocational educators developing the vocational English as a second language (VESL) component of a course in data entry. The introductory section examines assumptions about second language learning and instruction and VESL classes, local adaptations of the curriculum, and sample VESL lessons. The chapter on language competencies lists and cross-references vocational and language competencies. The next chapter provides samples of natural, practical language for each of the competencies identified in the second chapter. The samples are organized into sets according to the following topical areas: identification, function and usage, safety, task performance, clarification and verification, and general employment. Chapter 4, which is devoted to vocational competencies and vocabulary pertaining to the identification and operation of data entry equipment and data entry activities. The fifth chapter lists print materials for data entry and for preemployment ESL, computer software, and materials clearinghouses. Nine appendixes include Bilingual Vocational Training Project abstracts, work English survival competencies, a student performance level document, language needs assessment instruments, ESL activities, applied performance testing activities, a trainee and employer follow-up questionnaire, a general employment skills list, and a grammatical focus index. (MN)

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VESL for DATA ENTRY:

A Competency-based Curriculum Guide

Project OSCAER

Northwest Educational Cooperative

Office of Vocational and Adult Education

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VESL for DATA ENTRY

A Competency-based Curriculum Guide

Editors:
Jeanne Lopez-Valadez
David Pankratz

Developers:
Marguerite Benedetto
Lisa Karimer

September 1987

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The opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

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PREFACE

The United States is a rich multilingual, multicultural country. Unfortunately, for a large segment of its population, the inability to function in the English language has meant exclusion from training programs and services as well as high unemployment or underemployment. The number of individuals who are limited English proficient (LEP) can only be estimated. Estimates of LEP persons aged 16 years and older totaled over 11 million as of 1980. Increased immigration and childbirth rates among linguistic minority groups have continued to add to the LEP figure.

LEP persons have several characteristics in common. First, LEP persons speak a language other than English and have learned English as a second language. In addition to their language differences, LEP persons come from various cultural backgrounds and may need help adjusting culturally as well as linguistically. Due to their limited ability in English, LEP persons are unable to benefit fully in an English only vocational program. Therefore, they need special assistance to succeed in educational and training programs.

Like any other group of trainees, they have differing skills, weaknesses, interests and work experience. To begin with, they vary in their abilities to understand, speak, read and write English. Many LEP persons have little formal education and may be illiterate even in their native language. Others are highly educated and trained persons for whom language is the primary impediment to employment. Unfortunately, the bulk of the LEP are from a low socio-economic status and share in its related problems.

To service the unique needs of the LEP population and improve their employment and economic opportunities, bilingual vocational training (BVT) programs have been implemented across the country for over a decade. The primary intent of these programs is to prepare LEP adults for employment by providing the necessary language and occupational skills training. The vocational skills are taught using English and the trainee's native language. This is done to make sure trainees can understand and participate fully in instruction. Occupationally specific language skills are taught concurrently in vocational English as a second language (VESL) classes which are closely tied to the vocational component. Active recruitment, bilingual counseling, job development and various support services are common features of these programs. Because of the newness of the BVT field and the diversity among the programs, commercial publishers have been slow to respond to the demand for curriculum materials for the LEP, particularly in the area of occupationally specific ESL materials. Although teacher-developed resources exist, their availability and transferability are often limited. In response to this need, the U.S. Department of Education, Office of Vocational Education, has funded a series of bilingual vocational projects related to materials development. Project OSCAER, funded to the Northwest Educational Cooperative, is one such project.

The purpose of Project OSCAER was to develop VESL curriculum guides and computer software in the areas of data entry, heating and air conditioning, and cooking. As part of its activities, Project OSCAER trained ESL teachers and BVT staff in curriculum development and the use of editable software. Six federally funded BVT programs were selected to assist in the development and pilot testing of the project's products. (See Appendix A for project abstracts.)

This curriculum guide is intended to be used by vocational training programs in the development of curriculum and instructional resources for the vocational ESL component. As such, the primary user is the vocational ESL teacher. However, other program staff may find the guide helpful as well. Program coordinators will find a listing of the ococupational and language competencies common to data entry operators. Vocational teachers can utilize the vocabulary and resource sections to integrate language reinforcement into their instruction. Counselors and job developers can use the competencies for counseling students and for speaking with potential employers. Because of the unique features in each program, the guide has been designed to be descriptive rather than prescriptive. That is, the various sections of the guide can be used in whole or in part and sequenced to suit each program.

The set of VESL computer lessons developed for each vocational area can serve as tutorial or remedial activities. Vocabulary, grammar, reading skills, and problem solving can be reinforced using the lessons. For further information on the computer software for the vocational area addressed in this guide, see the bibliography in Chapter V.

CHAPTER I: INTRODUCTION

CHAPTER I: INTRODUCTION

This vocational ESL curriculum is designed for VESL teachers as a guide for developing the occupational language component of a vocational training program for limited English proficient youth and adults. To expedite the LEP trainees' transition to the world of work, the curriculum provides a competency-based focus. This approach identifies minimal performance criteria (competencies) needed to function in a given situation. These are derived from the language needs of training, on-the-job communication and job seeking. In a competency-based approach to language teaching, grammar plays a secondary or supportive role to the overall language goal. The advantages a competency-based language approach offers are: 1) a method for selecting relevant language tasks from the total universe of language instruction, 2) program accountability in terms that employers and non-ESL staff can understand, and 3) a means of student evaluation.

The curriculum encompasses the job-related language needs of persons preparing for entry level occupations in the field of data entry. Persons in this occupation generally have the following responsibilities:

DATA ENTRY OPERATOR

- Operates on-line and remote data-entry terminals
- Enters data from source documents, according to given format
- Verifies data and corrects errors
- Adds and modifies data in data-entry records
- Retrieves and prints data
- Identifies, stores, and inventories disks and data-entry supplies

Some data entry positions require that the employee have general office skills, such as telephoning and message-taking. General office skills are not addressed in this curriculum, however, since not all data-entry jobs require them.

The guide has been developed utilizing the vocational and language competencies needed to obtain and retain most data entry positions. Specialized vocabulary particular to specific company forms has not been incorporated. The curriculum represents the equivalent of a 32-48 week full time training cycle. Generally VESL is provided for 2 hours daily.

Several assumptions have been made regarding the learner, the training process, and the VESL class.

Assumptions About the Learner

1. The learner's English proficiency is generally at a high beginning level.

The use of a learner's native language in the training process or on the job allows a person with a very limited knowledge of English to learn a skill and to use that skill on a job. Even with the use of the learner's native language, basic English is very important for functioning. Both research and extensive experience in BVT training have indicated that the learner should have sufficient English language skills to handle basic social interactions and life-coping language needs. (See Appendix B for sample survival ESL competencies.) Therefore, although BVT programs often accept students with very little English, their target population is persons at a high beginning level.

A helpful guide for classifying students by language proficiency is that developed by the Mainstream English Language Training (MELT) Project. The MELT system provides ten Student Performance Levels (SPL). For training in culinary arts, students should have an SPL of II or greater. At SPL II, a person can function in a limited way in situations related to immediate needs and can handle routine entry level jobs that involve only the most basic communication and in which tasks can be demonstrated. Oral communication skills are limited to simple learned phrases using very basic grammar. Literacy is confined to recognizing numbers and common words and writing personal information. (For a complete description of the MELT Student Performance Levels, see Appendix C.)

English proficiency can be tested using either locally developed instruments or standarized tests such as the English as a Second language Oral Assessment (ESLOA), the MELT Basic English Skills Test (BEST), or the Bilingual Vocational Oral Proficiency Test (BVOPT). Native language proficiency and literacy are also taken into account both in terms of the ability to learn English and the type of support materials to be used.

Assumptions About the Training Process

1. **The skills training utilizes a competency-based, hands-on approach.**

The vocational content listed in this curriculum consists of a list of competencies which students learn to perform. The focus of the instruction is the demonstration, explanation, and practice of a skill. The instruction does not consist of either lengthy lectures or extensive reading about theory or practice.

Observation of vocational training has resulted in the identification of an eight-step process which instructors usually use when teaching a new skill. These steps and the language required are similar to those used for performing a task on the job. Through surveys both teachers and employers have indicated that the major problem with the LEP's performance is due to their inability to comprehend and follow instructions as well as a failure to clarify or verify instructions. The chart below summarizes the steps for learning and performing a task with examples of language for each.

LEARNING A TASK		
STEPS	SAMPLE	
Assessment of student's knowledge:	Instructor:	How do you enter data from source documents?
Task Demonstration and explanation:	Student:	I am now entering the data...
Comprehension check:	Instructor: or	Do you understand? How do you enter the data?
Clarification or verification:	Student: or	Which key do you press? I understand.
Task performance		
Task completion:	Student:	I've done that.
Feedback:	Instructor: or	Good job. You've pressed the wrong key.
Acknowledgement:	Student: or	Thank you. I'll remember which key to press next time.

PERFORMING A TASK		
STEPS	SAMPLE	
Instructions:	Supervisor:	Correct the spelling on this source document.
Clarification/verification:	Worker:	Correct the spelling?
Task performance		
Feedback:	Supervisor: or	Good job. or The spelling, not the punctuation.
Acknowledgement:	Worker:	I'll correct the spelling now.

2. The vocational training is offered bilingually.

To assure the LEP students opportunity for successful participation, vocational training programs adapt their instruction linguistically and culturally. In the case of BVT programs, the vocational teachers are bilingual individuals who use the student's native language to explain concepts or procedures not understood in English only. Other programs use bilingual aides, peer tutors and bilingual materials to help LEP students understand the vocational content. As the student attains more English, the vocational component relies less on the native language. The vocational teacher also assumes responsibility for reinforcing and practicing the English learned in the VESL class.

Assumptions About the VESL Class

1. The VESL class should emphasize the language needed to learn the skills and use the skills on the job.

VESL classes teach the language of the vocational training area - the structures, vocabulary and communication functions specific to a particular job or field. Because one is teaching language within a vocational context, vocational concepts are naturally reinforced. The instructional objectives of the VESL class should be:

a. to teach the students sufficient English to successfully complete the vocational training program.
b. to teach the students sufficient English to function on the job for which she/he is being trained.
c. to teach the students sufficient English to seek and obtain employment.

The VESL class is not intended as a tutoring session for vocational content or an approach to teaching vocational concepts and skills.

2. **The emphasis the VESL class places on listening, speaking, reading, or writing skills should depend on the language demands of the job placement planned and the instructional mode of the vocational training component.**

A data entry operator requires basic verbal interaction skills. Literacy skills must focus on spelling accuracy due to the nature of the job. If the vocational instruction is primarily in the native language, less attention has to be placed on those language competencies which relate solely to functioning in the classroom. When English is the main medium of instruction in the vocational class, students must be prepared to receive information, ask questions, and take tests in English.

3. **The VESL class is offered concurrently with the skills training.**

In a BVT program, the language instruction constitutes a formal component of the program and is taught by persons with experience and/or training in ESL methodology. The VESL class is usually taught daily although some programs offer it three days a week. Generally the VESL class begins at the same time as the training class. In a few cases, VESL instruction begins a few weeks before training to introduce classroom language. (In addition to daily instruction, individual tutoring, lab time on computers or audio equipment, and home learning aids often supplement the VESL class.)

4. **The specific content and sequence for the language component should be derived from and coordinated with one's local vocational curriculum.**

This necessitates strong coordination and cooperation between the vocational and the ESL staff. Coordination can assure that each staff member is working toward the same goal. By cooperating, each instructor can also learn the other's field, thereby facilitating his/her own job. But most importantly, the coordination between the ESL and the vocational staff will result in relevant curriculum and instruction for the LEP student. BVT programs routinely schedule weekly meetings to design coordinated lesson plans, and some programs have found it best for instructors to meet daily.

Local Adaptation of the Curriculum

This section provides a process for adapting the OSCAER curriculum for local use. Most of the steps require the involvement of the VESL teacher as well as the vocational instructor and job developer/counselor. Ongoing team planning is the most efficient approach to insuring complementary instruction which reinforces the vocational and the language skills.

STEP ONE: IDENTIFY AND SEQUENCE VOCATIONAL COMPETENCIES TO BE TAUGHT

ACTIVITIES	PERSON RESPONSIBLE
a. Determine types of job placements planned and skills required	Vocational teacher and/or job developer
b. Select and adapt (as needed) vocational competencies in Chapter IV.	Vocational teacher and/or job developer
c. Sequence competencies into instructional units.	Vocational teacher and/or job developer

STEP TWO: IDENTIFY LANGUAGE NEEDS FROM TRAINING

ACTIVITIES	PERSON RESPONSIBLE
a. Interview vocational teacher and counselor/job developer to identify language skills needed (See Appendix D).	VESL teacher
b. Observe classes and review instructional materials used.	VESL teacher
c. Select and adapt (as needed) language competencies in Chapter II.	VESL and vocational teachers

STEP THREE: DEVELOP LESSON PLANS

	ACTIVITIES	PERSON RESPONSIBLE
a.	Select lesson outcomes and content-vocational and related language competencies (Chapter II).	VESL and vocational teachers
b.	Select grammatical focus and language samples (Chapter III).	VESL teacher
c.	Select appropriate learning activities (Chapter IV).	Vocational and VESL teachers
d.	Select appropriate learning activities (Appendix E).	VESL teacher
e.	Select and/or develop instructional materials (Chapter V).	VESL teacher
f.	Select method of student evaluation (Appendix F).	VESL teacher

STEP FOUR: EVALUATE CURRICULUM AND LESSON PLANS

	ACTIVITIES	PERSON RESPONSIBLE
a.	Conduct periodic student assessment.	VESL teacher
b.	Conduct ongoing teacher assessment.	Project director
c.	Request input from vocational teacher(s) and counselor.	VESL teacher and project director
d.	Conduct employer and trainee follow-up (See Appendix G).	Job developer

In summary, a curriculum provides the scope and sequence of the course content. A VESL teacher uses the curriculum to design lesson plans which address the students' needs and level of English proficiency. In other words, the curriculum is the "what"; the lesson plans are the "how to."

A lesson plan format and two sample lessons follow. Subsequent chapters and appendices provide the material for developing lesson plans customized to the needs of a particular program.

SAMPLE VESL LESSON PLAN

VOCATIONAL COMPETENCY:

LANGUAGE COMPETENCY(IES):

GRAMMATICAL FOCUS:	
LANGUAGE SAMPLES: (Listening/Speaking)	(Reading/Writing)

VOCABULARY:

ACTIVITIES:

MATERIALS:

EVALUATION:

DATA ENTRY
SAMPLE VESL LESSON PLAN

VOCATIONAL COMPETENCY:
Demonstrate ability to identify parts and keys of a typewriter and their functions.

LANGUAGE COMPETENCY(IES):
I.3 Identify typewriter and/or computer keyboard keys and their functions.
F.2 Describe functions and usage of principal components and peripherals of typewriter and/or computer.
C.1 Express understanding or lack of understanding.

GRAMMATICAL FOCUS:

YES/NO questions, WHAT + BE questions; demonstrative pronouns, indefinite articles, descriptive adjectives, simple present tense, short answers

LANGUAGE SAMPLES: (Listening/Speaking)	(Reading/Writing)
Instructor: Is this a daisy wheel? Trainee: Yes, it is. (No, it isn't). Instructor: What are those? Trainee: Those are punctuation keys. Instructor: What does this lever do? Trainee: It moves the paper one half space.	Words and symbols on typewriter keys.

VOCABULARY:
Names of typewriter parts and keys (see Vocational Competency #1) expressions such as USED FOR + gerund, USED TO + infinitive, BE + CALLED, etc.

ACTIVITIES:
- Repetition drill: instructor models sentences with names and functions of typewriter components
- Question/answer: instructor asks YES/NO questions about names and functions.
- Matching: trainees match oral descriptions of typewriter components and their functions with the corresponding items on a diagram.
- Question/answer: instructor asks trainees about the functions of components; trainees, in pairs, ask each other.
- Total physical response: using a typewriter and paper, trainees carry out simple tasks as described by the instructor.

MATERIALS:
Typewriters, computer keyboards, and/or diagrams of equipment and keyboards

EVALUATION:
- Trainees indicate knowledge of typewriter parts, keys and their functions by matching aural cues to pictures (see matching activity above) and/or trainees give names and function in response to direct questions.

DATA ENTRY
SAMPLE VESL LESSON PLAN

VOCATIONAL COMPETENCY:
Demonstrate ability to select an option from a menu.

LANGUAGE COMPETENCY(IES):
T.2 Follow and give basic multiple step instructions.
T.6 State problem and request assistance.
C.2 Ask someone to repeat a word, phrase, or set of instructions.

GRAMMATICAL FOCUS:

WH-questions, HOW questions, imperatives, prepositional phrases, modal CAN/COULD, polite expressions, apologetic expressions

LANGUAGE SAMPLES: (Listening/Speaking)	(Reading/Writing)
Trainee: How do I select an option from the menu? choose ______ from the menu? get into the __________ program? Trainee: Can/could you help me, please? Trainee: I'm sorry, I didn't understand that. Could you repeat it? Instructor: (Imperative sentences with commands relating to selecting an option from a program menu).	Language encountered on computer screen when selecting an option from menu (will vary depending on computer program used).

VOCABULARY:
Nouns and verbs for Vocational Competency #9, possibly adverbs of sequence, words commonly found in polite and apologetic expressions.

ACTIVITIES:
- Total physical response: trainees respond to instructor's directions by carrying out oral commands on an actual system.
- Sequence exercise: trainees arrange steps in a procedure in the correct order (can be done using "strip story" activity).
- Two-sided dialogue: trainees practice dialogue involving asking for assistance and giving/taking instructions.
- Role play: trainees develop own scenario and appropriate dialogue which are based on the particular vocational competency (#9).

MATERIALS:
Computer equipment, if feasible; "strip story" outlining a procedure, handouts of various program menus.

EVALUATION:
- Given oral instructions, trainees perform a procedure.
- Trainees provide short answers to demonstrate knowledge of vocabulary associated with vocational task.
- Trainees state a work-related problem and ask for assistance.
- Trainees give basic instructions for a simple procedure.

CHAPTER II: LANGUAGE COMPETENCIES

CHAPTER II. LANGUAGE COMPETENCIES

The language competencies listed in this section were identified by observing the language interaction and use in instructional and workplace settings. General VESL competencies from the Work English curriculum were also reviewed and incorporated as needed. The VESL consultants then verified the competencies list and the language samples developed.

The language competencies indicate expected student performance outcomes. The difference between a language competency and a vocational competency is that the language competency involves the learning of language skills needed for performing in a given situation while a vocational competency involves the demonstration of an occupational skill. In some cases a competency may relate to a vocational skill but it may be considered a language skill.

The language competencies herein are divided into six topical areas:

IDENTIFICATION - This topic is vital to the training process. Instructors often identify and define terms prior to the actual skills training. Instructors also require students to identify, refer to, and sometimes define objects or concepts as part of their assessment of a student's knowledge. On the job, however, the worker would simply be required to comprehend and use the name of an item.

FUNCTION AND USAGE - As part of the training process, the instructor often explains the function and usage of items and expects students to do the same as demonstration of knowledge. This is more typical of training conducted primarily in English.

SAFETY - The competencies in this topic relate to work safety and safe conditions for office equipment.

TASK PERFORMANCE - This topic relates to learning or performing a task. It consists of instructions for a task, performance of a task, request for supplies or assistance, reporting of task completion and feedback interaction. Following directions are as important during training as on the job. Giving directions has different purposes in the two settings - on the job it involves worker to co-worker interaction, while in training the student demonstrates knowledge by listing the procedures.

CLARIFICATION AND VERIFICATION - These are cross-topics, that is, they are a part of the total communication process and can be combined with any other competency or area of the language curriculum. These competencies are intended to insure that the student understands and can be understood by others. They also provide a means for a teacher or supervisor to determine when comprehension has taken place.

GENERAL EMPLOYMENT - This topic relates to competencies needed for obtaining and retaining any job. They are derived from the demands of the pre-employment training component of the vocational program.

Some language competencies have a one to one correspondence with a vocational or employability competency. Others like those under Task Performance are needed for learning most of the vocational skills and performing successfully on the job. Clarification and verification competencies relate to the total curriculum. It becomes apparent that the language competencies can be grouped and sequenced in a number of ways.

Selection and sequence of the language competencies for teaching should be based on: 1) the sequence of the vocational and the pre-employment curriculum, 2) the type and language(s) of instruction, and 3) the students' English proficiency. Generally, clarification competencies are taught from the beginning; task performance competencies are introduced when hands-on skills are taught; and general employment competencies are presented toward the end of the training cycle in preparation for job seeking. Although the language competencies can be sequenced in a variety of ways, some are more appropriate to certain vocational competencies. On page 16 is a list of the vocational competencies with samples of related language competencies which can be taught. The language competencies for general employment do not appear on this list because they relate more to the employability or job seeking component of the program. (For a list of employability competencies, see Appendix H).

CHAPTER III: LANGUAGE SAMPLES

IDENTIFICATION

I.1 Comprehend and identify titles of office personnel.

I.2 Comprehend and identify office materials and equipment.

I.3 Identify typewriter and/or computer keyboard keys and their functions.

*I.4 Define terms related to specific data entry activities.

*I.5 Define business-related terms.

*I.6 Explain meaning of business-related abbreviations.

FUNCTION AND USAGE

*F.1 Describe duties of office personnel.

*F.2 Describe functions and usage of principal components and peripherals of typewriter and/or computer.

*F.3 Describe the proper handling of diskettes.

*F.4 Describe the proper handling of office machines.

SAFETY

S.1 Report unsafe conditions for office equipment.

S.2 Warn a co-worker of an unsafe condition.

S.3 Respond to a warning.

TASK PERFORMANCE

T.1 Follow and give basic single step instructions.

T.2 Follow and give basic multiple step instructions.

T.3 Follow and give multi-step sequential directions.

T.4 Indicate shortage of materials and request more.

T.5 Request or describe the location of a person or object.

T.6 State problem and request assistance.

T.7 State need to have materials replaced or equipment repaired.

T.8 Report on progress or completion of work.

T.9 Describe the quality of work and needed improvements.

T.10 Offer apology or explanation for incomplete or unsatisfactory work.

T.11 Respond appropriately to positive and negative feedback.

T.12 Respond to work interruption.

T.13 Borrow supplies.

T.14 Request supervisor or trainer to check work.

CLARIFICATION AND VERIFICATION

C.1 Express understanding or lack of understanding.

C.2 Ask someone to repeat a word, phrase, or set of instructions.

C.3 Ask someone to speak more slowly.

C.4 Ask someone to pronounce or spell a word.

C.5 Request meaning of word, phrase, sentence, or abbreviation.

C.6 Request name of function of an object.

C.7 Verify comprehension by repeating a word, phrase, or set of instructions.

GENERAL EMPLOYMENT

G.1 Request information about specific job opening over the phone or in person.

G.2 Read information found in classified ads.

G.3 Inquire about job openings by phone.

G.4 Request directions to job-site.

G.5 Write a job application letter in response to an ad.

G.6 Make an appointment for an interview by phone.

G.7 Complete a standard job application form.

*G.8 Respond to specific questions about personal data and previous work experience.

*G.9 Describe job skills and education needed for job.

G.10 State desired job, shift preference and starting date.

G.11 Ask questions regarding duties, salary, benefits, policies and procedures.

G.12 Read and fill out W-4 and insurance forms.

G.13 Request time off or change of schedule.

G.14 Read common deductions on paycheck.

G.15 Report errors on paycheck.

G.16 Report tardiness or absence.

*These competencies are only used in an instructional setting or a job interview to demonstrate understanding and knowledge of content.

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CROSS REFERENCE OF VOCATIONAL AND LANGUAGE COMPETENCIES

VOCATIONAL COMPETENCY	LANGUAGE TOPICS					SAMPLE LANGUAGE COMPETENCIES
	I	F	S	T	C	
Indentification and Operation of Equipment						
1. Demonstrate ability to identify parts and keys of a typewriter and their functions.	X	X			X	I.2,-3, F.2, F.4, C.1, 6
2. Demonstrate ability to identify keys on a computer keyboard and their functions.	X	X			X	I.3, F.2, F.4, C.1, 6
3. Demonstrate appropriate keyboarding posture and finger positions.	X	X		X	X	F.2, T.1, T.11
4. Demonstrate basic keyboarding speed and accuracy.	X	X		X		F.2, F.4, T.2, T.8, T.14
5. Identify components of a computer terminal and their functions.	X	X			X	I.2-3, F.2, F.4
6. Demonstrate ability to boot computer and power down system.	X	X		X	X	T.2, T.11, C.2
7. Demonstrate appropriate handling of diskettes and equipment.	X	X	X	X	X	F.3-4, S.1, S.3
Data Entry Activities						
8. Identify data entry applications.	X	X	X	X	X	I.4-5, F.1-2
9. Demonstrate ability to select an option from a menu.	X	X	(X)	X	X	F.2, T.2, T.6, C.3
10. Demonstrate ability to locate specific screen fields using cursor.	X	X	(X)	X	X	I.3, T.2, T.5, C.6
11. Demonstrate ability to enter required data from source document.	X	X	(X)	X	X	I.4-6, S.3, T.3,4,6,8,12
12. Demonstrate ability to verify accuracy of entered data against source document.	X	X	(X)	X	X	T.8-10, T.14
13. Demonstrate ability to correct errors.	X	X	(X)	X	X	T.8-10, T.14, C.7
14. Demonstrate ability to retrieve needed information.	X	X	(X)	X	X	T.12, C.4-5
15. Demonstrate ability to print information.	X	X	(X)	X	X	F.2, 4, T.3, 7, 9, 11

I = Identification
F = Function and Usage
S = Safety
T = Task Performance
C = Clarification/Verification

CHAPTER III: LANGUAGE SAMPLES

This chapter provides samples of natural, practical language for each of the language competencies identified in Chapter II. For those competencies involving listening and speaking, dialogues are given at two levels of English proficiency--Level One for high beginning and Level Two for intermediate. Examples of written materials are included for competencies involving literacy skills.

Clarification of Samples

1. For each set of samples, points of grammatical focus have been indicated. Grammatical focus items set off in brackets refer to the grammatical structures emphasized in the instructor's or supervisor's language. Grammatical focus items without brackets are those which should be emphasized in the trainees' language. (For a complete grammatical focus index, see Appendix I).

2. The speakers engaging in the dialogues are identified as instructor and trainee or as supervisor and worker. These titles indicate whether the interactions would typically occur in an instructional or a worksite setting.

3. The samples build in complexity as one proceeds from competency to competency within a topical area. For example, within the topical area "Identification", the language samples for competency I.2 are slightly more complex than those for I.1. A trainee's ability to identify things can range in grammatical complexity from giving YES/NO responses to providing detailed descriptions. While the curriculum attempts to cover an appropriate range of language structures, it is ultimately the task of the VESL instructor to adapt and supplement the samples provided here according to the demands of the particular vocational program.

IDENTIFICATION

COMPETENCY: I.1 COMPREHEND AND IDENTIFY TITLES OF OFFICE PERSONNEL.

GRAMMATICAL FOCUS:

Level One: [YES/NO + present BE questions, WHAT (WHO) + BE questions, subject pronouns, indefinite articles]
YES/NO short answers, personal pronouns, indefinite articles, definite articles, present BE

Level Two: [Possessive adjectives, WHICH + WOULD LIKE questions]
Personal pronouns, indefinite articles, WOULD LIKE + infinitive

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: Is she a typist?	Instructor: What (Who) is she?
Trainee: Yes, she is. No, she isn't. She's a clerk.	Trainee: She's the typist.
Level Two	
Instructor: What is his/her job?	Instructor: Which job would you like?
Trainee: He's/She's a data entry operator.	Trainee: I'd like to be an office manager.

COMPETENCY: I.2 COMPREHEND AND IDENTIFY OFFICE MATERIALS AND EQUIPMENT.

GRAMMATICAL FOCUS:

Level One: [WHAT + BE questions, demonstrative pronouns]
Demonstrative pronouns, singular/plural nouns, present BE, descriptive adjectives, nouns as adjectives

Level Two: [WHERE questions]
WHAT + BE questions, prepositional phrases of location

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: What's this?	Instructor: What are these?
Trainee: That's a daisy wheel.	Trainee: Those are typewriter ribbons.
Level Two	
Trainee: What's this?	Instructor: Where's the printer?
Instructor: That's a disk drive.	Trainee: It's next to the supply cabinet.

COMPETENCY: I.3 IDENTIFY TYPEWRITER AND/OR COMPUTER KEYBOARD KEYS AND THEIR FUNCTIONS.

GRAMMATICAL FOCUS:

Level One: [YES/NO questions]
WHAT + BE questions, demonstrative pronouns

Level Two: WHICH + present BE questions, pronoun ONE, simple present tense

SAMPLE ORAL LANGUAGE	
Level One	
Trainee: Is this the backspace key?	Trainee 1: What key is this?
Instructor: Yes, it is.	Trainee 2: That is a function key.
Level Two	
Trainee 1: Which key is the shift key?	Instructor: Which key do you press for spacing?
Trainee 2: This one is.	Trainee: You press the space bar.

COMPETENCY: I.4 DEFINE TERMS RELATED TO SPECIFIC DATA ENTRY ACTIVITIES.

GRAMMATICAL FOCUS:

Level One: [WHAT + DO + MEAN questions, HOW MANY questions]
Gerunds simple present tense

Level Two: [Imperatives]
Gerunds, prepositional phrases, DO questions

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: How many items of information is a field?	Instructor: What does coding mean?
Trainee: One.	Trainee: Coding means writing out a source document.
Level Two	
Instructor: Define data entry.	
Trainee: Data entry is the process of entering informatin into a computer.	
Trainee 1: Does data mean information?	
Trainee 2: Yes, it does.	

COMPETENCY: I.5 DEFINE BUSINESS-RELATED TERMS.

GRAMMATICAL FOCUS:

Level One: [WHAT + present BE questions, CAN questions, embedded WHAT questions]
Indefinite articles, comparative adjectives, CAN

Level Two: [YES/NO questions, imperatives]
YES/NO answers, relative pronouns, present passive tense

SAMPLE ORAL LANGUAGE

Level One	
Instructor: What's an invoice?	Instructor: Can you tell me what a vendor is?
Trainee: An invoice is the same as a bill.	Trainee: Yes, I can. A vendor is a supplier.
Level Two	
Instructor: Is net pay the same as take-home pay?	Instructor: Define salary.
Trainee: Yes, it is.	Trainee: Salary is a fixed wage (which is) paid to an employee.

COMPETENCY: I.6 EXPLAIN MEANING OF BUSINESS-RELATED ABBREVIATIONS

GRAMMATICAL FOCUS:

Level One: [WHAT + present BE questions]
Personal pronouns

Level Two: [WHAT + DO questions, STAND FOR]
STAND FOR

SAMPLE ORAL LANGUAGE

Level One

Instructor: What's the abbreviation for qualified?

Trainee: It's qual.

Level Two

Instructor: What do the letters MICR stand for?

Trainee: MICR stands for Magnetic Ink Character Recognition.

FUNCTION AND USAGE

COMPETENCY: F.1 DESCRIBE DUTIES OF OFFICE PERSONNEL.

GRAMMATICAL FOCUS:

Level One: [DO questions, WHO questions + 3rd person singular present]
3rd person singular present tense, prepositional phrases

Level Two: [WHAT questions, WHOSE questions, infinitives + objects]
3rd person singular present tense, relative pronouns, adjectival clauses, prepositional phrases

SAMPLE ORAL LANGUAGE

Level One

Instructor:	What does a data entry operator do?	Instructor:	Who types all the business correspondence?
Trainee:	A data entry operator enters information into a computer.	Trainee:	The typist types all business correspondence.

Level Two

Instructor:	What is a data entry operator?	Instructor:	Whose job it is to take care of the accounts?
Trainee:	A data entry operator (is a person who) enters information from a source document into a computer.	Trainee:	The bookkeeper takes care of the accounts.

COMPETENCY: F.2 DESCRIBE FUNCTIONS AND USAGE OF PRINCIPAL COMPONENTS AND PERIPHERALS OF TYPEWRITER AND/OR COMPUTER.

GRAMMATICAL FOCUS:

Level One: [USED FOR]
USED FOR + gerund, USED TO + infinitive, simple present (3rd person singular)

Level Two: [HOW + present passive, HOW + DO questions]
Present passive, prepositional phrases (adverbial), simple present tense

SAMPLE ORAL LANGUAGE

Level One

Instructor:	What's a printer used for?	Instructor:	What does a printer do?
Trainee:	It's used for making hard copies. It's used to make hard copies.	Trainee:	It makes hard copies.

Level Two

Instructor: How is information entered into the computer?

Trainee: Information is entered with a keyboard.

Trainee: How do you power down the computer?

Instructor: You return to the opening screen, remove the diskette, and turn off the computer.

COMPETENCY: F.3 DESCRIBE THE PROPER HANDLING OF DISKETTES.

GRAMMATICAL FOCUS:

Level One: [HOW questions, SHOULD, CAN, passive]
Adverbs of manner, short answers, modal SHOULD, CAN, personal pronoun

Level Two: [WHAT questions, HAVE TO]
Infinitives, prepositional phrases (adverbial), WH-questions, SHOULD

SAMPLE ORAL LANGUAGE

Level One

Instructor: How should you handle diskettes?

Trainee: You should handle them carefully.

Instructor: Can diskettes be handled with wet fingers?

Trainee: No, they can't.

Level Two

Instructor: What do you have to remember about magnetic fields?

Trainee: Keep diskettes away from magnetic fields.

Trainee 1: Where should you store a diskette?

Trainee 2: In the file box.

COMPETENCY: F.4 DESCRIBE PROPER HANDLING OF OFFICE MACHINES.

GRAMMATICAL FOCUS:

Level One: [WHAT questions, MUST, adverbial clauses]
Infinitives, adverbs of frequency

Level Two: [WHY questions, SHOULD]
Adverbial clauses, COULD

SAMPLE ORAL LANGUAGE

Level One

Instructor: What must you always remember to do before you leave?

Trainee: (You must always) power down the equipment.

Level Two

Instructor: Why should you never force open the disk drive latch?

Trainee: Because it could damage the disk drive or the diskette.

SAFETY

COMPETENCY: S.1 REPORT UNSAFE CONDITIONS FOR OFFICE EQUIPMENT.

GRAMMATICAL FOCUS:

Level One: [HAD BETTER]
THERE IS/ARE, prepositions of location

Level Two: Polite expressions, conjunction BUT, present continuous tense, descriptive adjectives, noun clauses, modals + passive

SAMPLE ORAL LANGUAGE

Level One

Worker: There is water on the table next to the printer.

Supervisor: We'd better see how it got there.

Level Two

Worker: Excuse me, but the printer is making strange noises. I think it should be checked.

Supervisor: O.K. I'll be right over.

COMPETENCY: S.2 WARN A CO-WORKER OF AN UNSAFE CONDITION.

GRAMMATICAL FOCUS:

Level One: Imperatives (affirmative and negative), THANKS FOR + gerund

Level Two: HAD BETTER, MIGHT, WOULD, conditionals

SAMPLE ORAL LANGUAGE

Level One

Worker 1: Don't trip over that cord!

Worker 2: Oh. Thanks for warning me.

Worker 1: Watch out!

Worker 2: (Physical response).

Level Two

Worker 1: You'd better not put the radio there. It might damage the diskettes.

Worker 2: You're right. The boss would be angry.

COMPETENCY: S.3 RESPOND TO A WARNING.

GRAMMATICAL FOCUS:

Level One: [FORGET + infinitive, REMEMBER + infinitive]
Short answers, future WILL FORGET + infinitive, REMEMBER + infinitive

Level Two: [WHAT question, past tense]
Reported speech, ALLOWED, apologetic expressions

SAMPLE ORAL LANGUAGE

Level One

Instructor: Don't forget to remove the diskette before you power down.

Trainee: No, I won't (forget to...).

Supervisor: Remember to call this number if you smell smoke.

Worker: Yes, I will (remember to...).

Level Two

Supervisor: What did I tell you about food in the work area?

Worker: You said that no eating is allowed here. I'm sorry.

TASK PERFORMANCE

COMPETENCY: T.1 FOLLOW AND GIVE BASIC SINGLE STEP INSTRUCTIONS.

GRAMMATICAL FOCUS:
Level One: Short answers, future WILL

Level Two: Imperatives, indirect objects, adverbs of location and time, adverbial clauses

SAMPLE ORAL LANGUAGE

Level One

Supervisor: Enter this information.

Worker: Alright. I'll do it now.

Level Two

Worker 1: Hand me the diskette.

Worker 2: Sure, here it is.

Worker 1: Could you copy this for me?

Worker 2: Yes. In a minute. After I finish this.

COMPETENCY: T.2 FOLLOW AND GIVE BASIC, MULTIPLE STEP INSTRUCTIONS.

GRAMMATICAL FOCUS:
Level One: WHAT + DO questions, imperatives

Level Two: WHAT + past DO questions, reported speech

SAMPLE ORAL LANGUAGE

Level One

Worker 1: What do I do?

Worker 2: Check the source documents, correct the errors, and enter the information.

Supervisor: Type this schedule, make copies, and send one to each department.

Worker: O.K.

Level Two

Trainee 1: What did he tell me to do?

Trainee 2: He told you to turn on the computer, insert the diskette, and select the merchandise inventory application from the menu.

COMPETENCY: T.3 FOLLOW AND GIVE MULTI-STEP SEQUENTIAL DIRECTIONS.

GRAMMATICAL FOCUS:

Level One: [WHAT + DO questions, HAVE TO, adverbial clauses, sequence adverbs]
HAVE TO, adverbs of time and sequence

Level Two: [Adverbial clauses with gerunds]
HAVE TO, prepositional phrases, sequence adverbs

SAMPLE ORAL LANGUAGE

Level One

Instructor: What do you have to do before you enter the source document?

Trainee: You have to check for errors.

Trainee: What do I do next?

Supervisor: Now turn on the printer. Then press P for print.

Level Two

Instructor: What do you have to do before you print?

Trainee: First you have to enter all the information and correct the errors. Then you have to...

COMPETENCY: T.4 INDICATE SHORTAGE OF MATERIALS AND REQUEST MORE.

GRAMMATICAL FOCUS:

Level One: BE OUT OF, WHERE questions, indefinite pronoun SOME, prepositional phrases of loation.

Level Two: Indefinite adjectives SOME/ANY, indefinite pronoun ANY, HOW MUCH + DO questions

SAMPLE ORAL LANGUAGE

Level One

Worker 1: I'm out of copy paper. Where is some more?

Worker 2: In the supply cabinet on the top shelf.

Level Two

Worker 1: I need some correction fluid. Do you have any?

Worker 2: How much do you need?

Worker 1: Just one bottle.

COMPETENCY: T.5 REQUEST OR DESCRIBE THE LOCATION OF A PERSON OR OBJECT.

GRAMMATICAL FOCUS:

Level One: WHERE questions, prepositional phrases of location

Level Two: WHERE questions, embedded WHERE questions, prepositional phrases of location, passive

SAMPLE ORAL LANGUAGE

Level One			
Worker 1:	Where's the receptionist?	Worker 1:	Where's the paper cutter?
Worker 2:	She's at the front desk.	Worker 2:	It's on the table in the storeroom.
Level Two			
Worker 1:	Where do you keep the extra ribbons?	Worker 1:	Do you know where the pencils are kept?
Worker 2:	In the cabinet below the counter.	Worker 2:	Yes. They're in a box on the back desk.

COMPETENCY: T.6 STATE PROBLEM AND REQUEST ASSISTANCE.

GRAMMATICAL FOCUS:

Level One: Modal CAN questions, prepositional phrases, modal CAN (negative), reflexive pronouns

Level Two: Modal COULD questions, HELP + gerund, modal CAN (negative), reflexive pronouns

SAMPLE ORAL LANGUAGE

Level One	
Worker 1:	Can you help me?
Worker 2:	Sure. What's the problem?
Worker 1:	I need help with this correeection ribbon. I can't put it in by myself.
Level Two	
Trainee 1:	Could you help me with this?
Trainee 2:	What do you need?
Trainee 3:	I need help correcting these errors. I can't do it by myself.

COMPETENCY: T.7 STATE NEED TO HAVE MATERIALS REPLACED OR EQUIPMENT REPAIRED.

GRAMMATICAL FOCUS:
Level One: ANOTHER, ONE

Level Two: [Imperative, prepositional phrases of location]
Comparative adjectives, intensifiers

SAMPLE ORAL LANGUAGE

Level One

Worker: I need another diskette. This one is damaged.

Supervisor: Take this one.

Level Two

Worker: We need larger paper. This is too small.

Supervisor: Look in the storeroom next to the files.

COMPETENCY: T.8 REPORT ON PROGRESS OR COMPLETION OF WORK.

GRAMMATICAL FOCUS:
Level One: [YES/NO questions]
BE + DONE/FINISHED + gerund

Level Two: BE + DONE/FINISHED + gerund, conjunction BUT, present perfect tense

SAMPLE ORAL LANGUAGE

Level One	
Supervisor: Aren't you finished yet?	Worker: I'm done typing the report.
Worker: No, not quite.	Supervisor: Good. Now make three copies.
Level Two	
Supervisor: Aren't you finished yet?	Worker: I'm done typing the report, but I haven't copied it.
Worker: No, I'm not quite done yet.	Supervisor: O.K. You can take a break now.

COMPETENCY: T.9 DESCRIBE THE QUALITY OF WORK AND NEEDED IMPROVEMENTS.

GRAMMATICAL FOCUS:

Level One: HOW + present BE questions, personal pronouns, intensifiers, descriptive adjectives, HAD BETTER, future WILL

Level Two: HOW + DO questions, THERE IS/ARE, intensifiers, descriptive adjectives, future WILL, HAVE TO

SAMPLE ORAL LANGUAGE

Level One

Supervisor: How are the copies?
Worker: They're too light.
Supervisor: Add more toner.

Worker 1: How are the printouts?
Worker 2: They're crooked.
Worker 1: You'd better run them again.
Worker 2: I will.

Level Two

Worker 1: How does the report look?
Worker 2: There are too many errors. I'll have to correct them.

COMPETENCY: T.10 OFFER APOLOGY OR EXPLANATION FOR INCOMPLETE OR UNSATISFACTORY WORK.

GRAMMATICAL FOCUS:

Level One: [SHOULD + present perfect tense]
Apologetic expressions, future WILL, adverbs of time

Level Two: [WHY + past DO (negative) questions]
Apologetic expresions, past tense, SUPPOSED TO, noun clauses, future WILL, adverbs of time

SAMPLE ORAL LANGUAGE

Level One

Supervisor: You should have finished this today.
Worker: I'm sorry. I didn't know. I'll do it tomorrow.

Level Two

Supervisor: Why didn't you finish this?
Worker: I'm sorry. I didn't know I was supposed to. I'll do it right now.

COMPETENCY: T.11 RESPOND APPROPRIATELY TO POSITIVE AND NEGATIVE FEEDBACK.

GRAMMATICAL FOCUS:

Level One: [Past tense DO, imperatives]
Future WILL, adverbs of manner, comparative adverbs.

Level Two: THANKS FOR + gerund, SHOULD questions, comparative adjectives

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: You did a good job! Trainee: Thanks.	Instructor: Don't proofread so quickly. You'll miss mistakes. Trainee: O.K. I'll proofread more slowly. Instructor: Good.
Level Two	
Instructor: You did a good job typing that letter. Trainee: Thanks a lot!	Instructor: Those margins are too narrow. Worker: Thanks for telling me. Should I make them five spaces wider? Supervisor: That's a good idea.

COMPETENCY: T.12 RESPOND TO WORK INTERRUPTION.

GRAMMATICAL FOCUS:

Level One: Future WILL, adverbs of location, CAN questions and statements

Level Two: Modal CAN, adverbial clauses, future WILL

SAMPLE ORAL LANGUAGE	
Level One	
Worker 1: I need a hand here. Worker 2: I'll be right there.	Worker 1: Can you help me with this? Worker 2: I can help you in a minute.
Level Two	
Worker 1: Can you give me a hand over here? Worker 2: I can help you after I finish this call.	Supervisor: Before you leave, turn off all the equipment. Worker: Yes, I will.

COMPETENCY: T.13 BORROW SUPPLIES.

GRAMMATICAL FOCUS:
Level One: Modals CAN/MAY, possessive adjectives, possessive pronouns

Level Two: Modals CAN/MAY, possessive adjectives, possessive pronouns intensifiers, connunction BUT, adverbial clauses

SAMPLE ORAL LANGUAGE

Level One

Worker 1: Can (May) I borrow your dictionary? I left mine at home.

Worker 2: Sure.

Level Two

Worker 1: Can (May) I use your scissors. Mine are too dull.

Worker 2: Sure. No problem - but please give them back when you're finished.

COMPETENCY: T.14 REQUEST SUPERVISOR OR TRAINER TO CHECK WORK.

GRAMMATICAL FOCUS:
Level One: Modal WOULD questions, polite expressions, HOW'S THIS?

Level Two: [FORGET + infinitive, conjunction BUT] HOW'S THIS?, tag questions

SAMPLE ORAL LANGUAGE

Level One	
Worker: Would you check this for me, please?	Worker: How's this?
Supervisor: It's fine.	Supervisor: Pretty good.
Level Two	
Worker: How's this so far?	Worker: This is O.K., isn't it?
Supervisor: Good, but don't forget to underline titles of books.	Supervisor: Yes, it's fine.

CLARIFICATION AND VERIFICATION

COMPETENCY: C.1 EXPRESS UNDERSTANDING OR LACK OF UNDERSTANDING.

GRAMMATICAL FOCUS:

Level One: [YES/NO questions, SUPPOSED TO]
Short answers (affirmative and negative), apologetic expressions

Level Two: [YES/NO questions, SUPPOSED TO]
COULD questions, polite expressions, GET IT idiom

SAMPLE ORAL LANGUAGE

Level One

Supervisor: Do you understand how to use this program?

Worker: No, I'm sorry. I don't.

Supervisor: Do you know how you're supposed to enter these addresses?

Worker: Yes, I do. I understand.

Level Two

Supervisor: Do you understand how to enter this information?

Worker: No, I'm sorry. Could (Would) you please explain it again?

Supervisor: Do you know how you're supposed to run this printer?

Worker: Yes, I do. I get it now.

COMPETENCY: C.2 ASK SOMEONE TO REPEAT A WORD, PHRASE, OR SET OF INSTRUCTIONS.

GRAMMATICAL FOCUS:

Level One: Polite imperatives, apologetic expressions

Level Two: COULD questions, embedded WHAT questions, past tense COULD, WHERE questions, WHAT + past DO questions, imperatives

SAMPLE ORAL LANGUAGE

Level One

Trainee 1: I'm sorry. Please repeat that. (Say that again.)

Trainee 2: Check these figures.

Level Two

Trainee 1: Could you please repeat what you said? I couldn't hear you.

Trainee 2: Where are the purchase orders?

Supervisor: Sign the payroll control sheet.

Worker: Excuse me, what did you say?

COMPETENCY: C.3 ASK SOMEONE TO SPEAK MORE SLOWLY.

GRAMMATICAL FOCUS:

Level One: [Imperatives]
Polite imperatives, adverbs of manner

Level Two: [Imperatives, present perfect tense]
Polite imperatives, COULD questions, adverbs of manner

SAMPLE ORAL LANGUAGE

Level One

Supervisor: Calculate regular and overtime earnings.

Worker: Please speak more slowly.

Level Two

Supervisor: Calculate FICA, income tax and net pay after you've calculated total earnings.

Worker: I'm sorry, could you pleae speak more slowly?

COMPETENCY: C.4 ASK SOMEONE TO PRONOUNCE OR SPELL A WORD.

GRAMMATICAL FOCUS:

Level One: HOW + DO questions

Level Two: Present tense (negative), embedded HOW clauses, CAN/COULD questions

SAMPLE ORAL LANGUAGE

Level One

Trainee: How do you say/spell/pronounce this word?

Instructor: Like this: transaction, t-r-a-n-s-a-c-t-i-o-n.

Level Two

Trainee: I don't know how to spell debit. Could you please spell it for me?

Instructor: D-e-b-i-t.

COMPETENCY: C.5 REQUEST MEANING OF WORD, PHRASE, SENTENCE, OR ABBREVIATION.

GRAMMATICAL FOCUS:
Level One: WHAT + present DO questions, STAND FOR

Level Two: WHAT + present DO questions, STAND FOR

SAMPLE ORAL LANGUAGE	
Level One	
Trainee: What does capital mean?	Trainee: What does CRT stand for?
Instructor: It means the amount the business is worth.	Instructor: It stands for cathode ray tube.
Level Two	
Trainee: What does this (word), (sentence), (phrase), (abbreviation), mean?	Trainee: What does this abbreviation stand for? (IL)
Instructor: It means ____________________ ____________________.	Instructor: It stands for Illinois.

COMPETENCY: C.6 REQUEST NAME OR FUNCTION OF AN OBJECT OR PIECE OF EQUIPMENT.

GRAMMATICAL FOCUS:
Level One: Passive CALLED questions

Level Two: WHAT + passive USED FOR questions, WHY questions

SAMPLE ORAL LANGUAGE	
Level One	
Trainee: What is this called?	Trainee: What does this key do?
Instructor: It's called a roll-top file.	Instructor: It sets tabs.
Level Two	
Trainee: What's this file used for?	Trainee: Why do I need these labels?
Instructor: It's used for filing diskettes.	Instructor: You need them for mailing the letters.

COMPETENCY: C.7 VERIFY COMPREHENSION BY REPEATING A WORD, PHRASE, OR SET OF INSTRUCTIONS.

GRAMMATICAL FOCUS:

Level One: [Imperatives]
Definite articles

Level Two: Tag questions

SAMPLE ORAL LANGUAGE

Level One

Instructor: Use the carbon ribbon

Trainee: The carbon ribbon?

Instructor: Yes.

Level Two

Trainee 1: You said two percent discount, didn't you?

Instructor: That's right. Two percent.

GENERAL EMPLOYMENT

COMPETENCY: G.1 REQUEST INFORMATION ABOUT SPECIFIC JOB OPENINGS OVER THE PHONE OR IN PERSON.

GRAMMATICAL FOCUS:
Level One: [Adverbs]
YES/NO + DO questions, adjectival prepositional phrases

Level Two: [Present perfect passive]
Present continuous, adverbial prepositional phrases

SAMPLE ORAL LANGUAGE

Level One

Trainee: Do you have any openings for a typist?

Employer: No, not right now.

Level Two

Trainee: I'm calling about the data entry job.

Employer: I'm sorry. It's already been filled. Check with us next month.

COMPETENCY: G.2 READ INFORMATION FOUND IN CLASSIFIED ADS.

SAMPLE WRITTEN LANGUAGE

See Exhibit 1

COMPETENCY: G.3 INQUIRE ABOUT JOB OPENINGS BY PHONE.

GRAMMATICAL FOCUS:
Level One: DO questions, THERE/IS ARE questions, indefinite adjective ANY

Level Two: Modal COULD questions, embedded IF questions

SAMPLE ORAL LANGUAGE

Level One

Trainee: Do you have (Are there) any job openings?

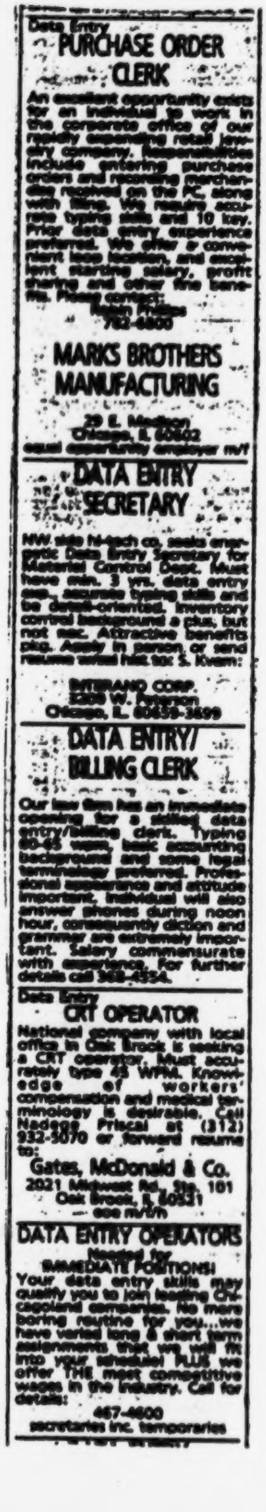
Employer: Yes. We need a data entry operator for the evening shift.

Level Two

Trainee: Could you tell me if you have any openings for data entry operators?

Employer: No. I'm sorry, we don't.

Exhibit 1



Data Entry

PURCHASE ORDER CLERK

An excellent opportunity exists for an individual to work in the corporate office of our rapidly expanding retail jewelry company. Responsibilities include entering purchase orders and receiving merchandise received on the PC along with filing. We require accurate typing skills and 10 key. Prior data entry experience preferred. We offer a convenient loop location, and excellent starting salary, profit sharing and other fine benefits. Please contact:

[illegible] Phillips
782-6800

MARKS BROTHERS MANUFACTURING

29 E. Madison
Chicago, IL 60602
equal opportunity employer m/f

DATA ENTRY SECRETARY

NW side hi-tech co. seeks energetic Data Entry Secretary for Material Control Dept. Must have min. 3 yrs. data entry exp., accurate typing skills and be detail-oriented. Inventory control background a plus, but not nec. Attractive benefits pkg. Apply in person or send resume w/sal hist to: S. Kvam:

INTERAND CORP.
3200 W. Peterson
Chicago, IL 60659-3699

DATA ENTRY/ BILLING CLERK

Our law firm has an immediate opening for a skilled data entry/billing clerk. Typing 60-65 wpm, basic accounting background and some legal terminology preferred. Professional appearance and attitude important. Individual will also answer phones during noon hour, consequently diction and grammar are extremely important. Salary commensurate with experience. For further details call 368-4554.

Data Entry

CRT OPERATOR

National company with local office in Oak Brook is seeking a CRT operator. Must accurately type 45 WPM. Knowledge of workers' compensation and medical terminology is desirable. Call Nadege Priscal at (312) 932-5070 or forward resume to:

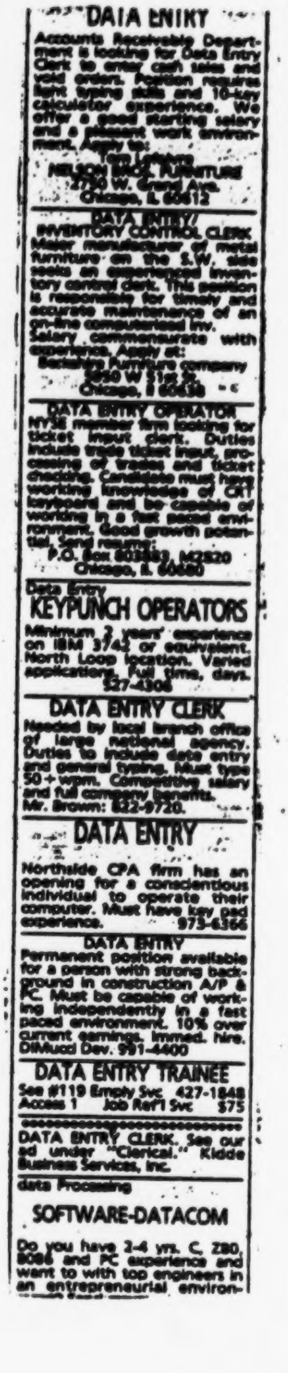
Gates, McDonald & Co.
2021 Midwest Rd., Ste. 101
Oak Brook, IL 60521
eoe m/f/h

DATA ENTRY OPERATORS

Needed for
IMMEDIATE POSITIONS!

Your data entry skills may qualify you to join leading Chicagoland companies. No more boring routine for you...we have varied long & short term assignments that we will fit into your schedule! PLUS we offer THE most competitive wages in the industry. Call for details:

467-4600
secretaries inc. temporaries



DATA ENTRY

Accounts Receivable Department is looking for Data Entry Clerk to enter cash sales and void orders. Position requires light typing skills and 10-key calculator experience. We offer a good starting salary and a pleasant work environment. Apply to:

Tom [illegible]
NELSON BROS. FURNITURE
2750 W. Grand Ave.
Chicago, IL 60612

DATA ENTRY/ INVENTORY CONTROL CLERK

Major manufacturer of metal furniture on the S.W. side seeks an experienced inventory control clerk. This position is responsible for timely and accurate maintenance of an on-line computerized inv. Salary commensurate with experience. Apply at:

[illegible] Furniture company
5950 W 51st St.
Chicago, IL 60638

DATA ENTRY OPERATOR

NYSE member firm looking for ticket input clerk. Duties include trade ticket input, processing of trades and ticket checking. Candidate must have working knowledge of CRT keyboard and be capable of working in a fast paced environment. Good growth potential. Send resume:

P.O. Box 803[illegible], MZ520
Chicago, IL 60680

Data Entry

KEYPUNCH OPERATORS

Minimum 2 years' experience on IBM 3742 or equivalent. North Loop location. Varied applications. Full time, days.
527-4308

DATA ENTRY CLERK

Needed by local branch office of large national agency. Duties to include data entry and general typing. Must type 50+wpm. Competitive salary and full company benefits. Mr. Brown: 822-9720.

DATA ENTRY

Northside CPA firm has an opening for a conscientious individual to operate their computer. Must have key pad experience. 973-6366

DATA ENTRY

Permanent position available for a person with strong background in construction A/P & PC. Must be capable of working independently in a fast paced environment. 10% over current earnings. Immed. hire. DiMucci Dev. 991-4400

DATA ENTRY TRAINEE

See #119 Emply Svc 427-1848
Access 1 Job Ref'l Svc $75

DATA ENTRY CLERK. See our ad under "Clerical." Kidde Business Services, Inc.

data Processing

SOFTWARE-DATACOM

Do you have 2-4 yrs. C, Z80, 8086 and PC experience and want to with top engineers in an entrepreneurial environ-

Source: Chicago Tribune Newspaper

BEST COPY AVAILABLE

COMPETENCY: G.4 REQUEST DIRECTIONS TO A JOB SITE.

GRAMMATICAL FOCUS:
Level One: [Imperatives, direction words]
HOW + DO questions, adverbial prepositional phrases

Level Two: [Adverbial prepositional phrases]
Modal COULD, embedded WHERE questions

SAMPLE ORAL LANGUAGE

Level One

Trainee: How do I get to your office? I'm at North and Fifth Avenues.

Employer: Go ten blocks east on North Avenue.

Level Two

Trainee: Could you tell me where you are located?

Employer: We're at the corner of Thatcher and North in River Forest.

COMPETENCY: G.5 WRITE A JOB APPLICATION LETTER IN RESPONSE TO AN AD.

SAMPLE WRITTEN LANGUAGE

See Exhibit 2

COMPETENCY: G.6 MAKE AN APPOINTMENT FOR AN INTERVIEW BY PHONE.

GRAMMATICAL FOCUS:
Level One: [Modal COULD, adverbial prepositional phrases]
Future WILL, prepositional phrases

Level Two: WOULD LIKE + infinitive, adverbial prepositional phrases, WOULD + BE, LOOK FORWARD TO + gerund, adverbs of time

SAMPLE ORAL LANGUAGE

Level One

Employer: Could you come for an interview at 10:00 tomorrow morning?

Trainee: O.K. I'll see you at 10:00. Thank you.

Level Two

Employer: What time could you come in for an interview?

Trainee: I'd like to come sometime tomorrow afternoon.

Employer: O.K., how about 4:00?

Trainee: That would be fine. I look forward to seeing you at 4:00 tomorrow afternoon.

Exhibit 2

SAMPLE COVER LETTER

DATA ENTRY

(Your address)

September 1, 1987

Mr. James Smith
Personnel Manager
ABC Company
505 N. Park Street
Chicago, IL 60635

Dear Mr. Smith:

I would like to express my interest in being considered for the entry level position of Data Entry Operator with the ABC Company. I have enclosed a copy of my resume.

Last week I completed a 210-hour intensive Data Entry Program at Triton College and received my certificate. My training included entering information dealing with merchandise inventory, payroll, bank statements, accounts receivable, and accounts payable.

I believe I could make a positive contribution to your company and would appreciate the opportunity to meet with you to discuss my qualifications. I can be reached weekday afternoons between 1:00 and 3:00 at (312) 637-8888.

Sincerely,

(Your signature))

(Your Name)

Enclosure

COMPETENCY: G.7 COMPLETE A STANDARD JOB APPLICATION FORM.

SAMPLE WRITTEN LANGUAGE-

See Exhibit 3

COMPETENCY: G.8 RESPOND TO SPECIFIC QUESTIONS ABOUT PERSONAL DATA AND PREVIOUS WORK EXPERIENCE.

GRAMMATICAL FOCUS:

Level One: [WHAT KIND OF questions]
Past tense, FOR

Level Two: [Present perfect questions]
Present perfect continuous tense, FOR/SINCE

SAMPLE ORAL LANGUAGE

Level One

Employer:	What kind of work experience do you have?
Trainee:	I worked as a data entry operator for three years and as a clerk/typist for one year.
Employer:	Do you have a valid driver's license?
Trainee:	Yes, I do.

Level Two

Employer:	What kind of work experience have you had?
Trainee:	I've been working as a data entry operator since 1986, and I've participated in a 4-month data entry training program.
Employer:	Do you have a valid driver's license?
Trainee:	Yes. I've been driving for ten years.

Exhibit 3

MPC PRODUCTS CORPORATION

EMPLOYMENT APPLICATION
CONFIDENTIAL

PERSONAL

NAME ______________________ DATE ____________

ADDRESS ______________________ CITY ____________ STATE ________ ZIP ________

SOCIAL SECURITY NO. ______________________ TELEPHONE NO. ____________

U.S. CITIZEN: ☐ YES ☐ NO IF NO, GIVE ALIEN NO. ____________

TO BE ANSWERED ONLY IF HIRED.

MARITAL STATUS ________ NO. OF CHILDREN ________ AGES ________ SPOUSE'S FIRST NAME ________

DATE OF BIRTH ____________ SEX. MALE ______ FEMALE ______

POSITION DESIRED ______________________ REFERRED BY ____________

QUALIFICATIONS FOR POSITION ______________________

EDUCATION

SCHOOL	DATES FROM	DATES TO	NAME OF SCHOOL	CITY	COURSE	DID YOU GRADUATE?
GRAMMAR						
HIGH						
COLLEGE						
OTHER						

MILITARY SERVICE

BRANCH OF SERVICE ____________ DATE ENTERED ____________ DATE DISCHARGED ____________

DUTIES ______________________

WORK HISTORY LAST JOB FIRST (Use Other Side If More Space Is Needed.)

NAME & LOCATION OF COMPANY	DATES (Mo/Yr) FROM	DATES (Mo/Yr) TO	DUTIES	SALARY START	SALARY FINAL	REASON FOR LEAVING
Supervisor:						
Supervisor:						
Supervisor:						
Supervisor:						
Supervisor:						

I hereby certify that the above is true and correct and any incorrect information will result in not being considered for the position or immediate dismissal if hired. I further give my permission to check the above information as you may require.

____
Signature of Applicant

FOR OFFICIAL USE ONLY

☐ NOT HIRED ☐ HIRED DEPT. ____________

JOB TITLE ____________ ____________
BY

RATE ____________ PER ____________

REMARKS ____________

EEO CLASSIFICATION

______ ______ ______

Form 6114 Rev. 3

52

COMPETENCY: G.9 DESCRIBE JOB SKILLS AND EDUCATION NEEDED FOR JOB.

GRAMMATICAL FOCUS:

Level One: [Present perfect tense questions]
Modal CAN, simple past tense

Level Two: Modal CAN, present perfect tense, adverbs of time, simple past tense

SAMPLE ORAL LANGUAGE

Level One

Employer: What are your qualifications for this job?

Trainee: I can type 40 wpm; I can enter information into the computer.

Employer: What training have you had?

Trainee: I finished a data entry training program at ______________________.

Level Two

Employer: What are your qualifications for this job?

Trainee: I can type 45 wpm. I can enter data for accounts receivable and payable.

Employer: What training have you had?

Trainee: I've just finished the 15-week vocational program at ________________. We received hands-on data entry experience and English language instruction.

COMPETENCY: G.10 STATE DESIRED JOB, SHIFT PREFERENCE, AND STARTING DATE.

GRAMMATICAL FOCUS:

Level One: [WHAT + present continuous, WHEN + modal COULD]
Present continuous tense, COULD, prepositional phrases, adverbs of time

Level Two: [WHEN + WOULD questions]
Modal COULD, time expressions, PREFER

SAMPLE ORAL LANGUAGE

Level One

Employer: What job are you applying for?

Trainee: I'm applying for the data entry job.

Employer: When could you start?

Trainee: I could start next Monday.

Level Two

Employer: When would you be able to start?

Trainee: I could start two weeks from today.

Employer: Do you want the day or night shift?

Trainee: I prefer the day shift.

COMPETENCY: G.11 ASK QUESTIONS REGARDING DUTIES, SALARY, BENEFITS, POLICIES, AND PROCEDURES.

GRAMMATICAL FOCUS:

Level One: [HAVE TO]
HOW MUCH + BE questions, WHAT + BE questions

Level Two: WHAT KIND OF, THERE IS/ARE questions, adverbial prepositional phrases

SAMPLE ORAL LANGUAGE

Level One

Trainee: How much is the starting salary?

Employer: $5.50 per hour.

Trainee: What are my main responsibilities and duties?

Employer: You have to enter data from invoices.

Level Two

Trainee: What kind of benefits do your employees receive?

Employer: Paid holidays and sick days and a week of vacation after a year.

Trainee: Are there opportunities for advancement?

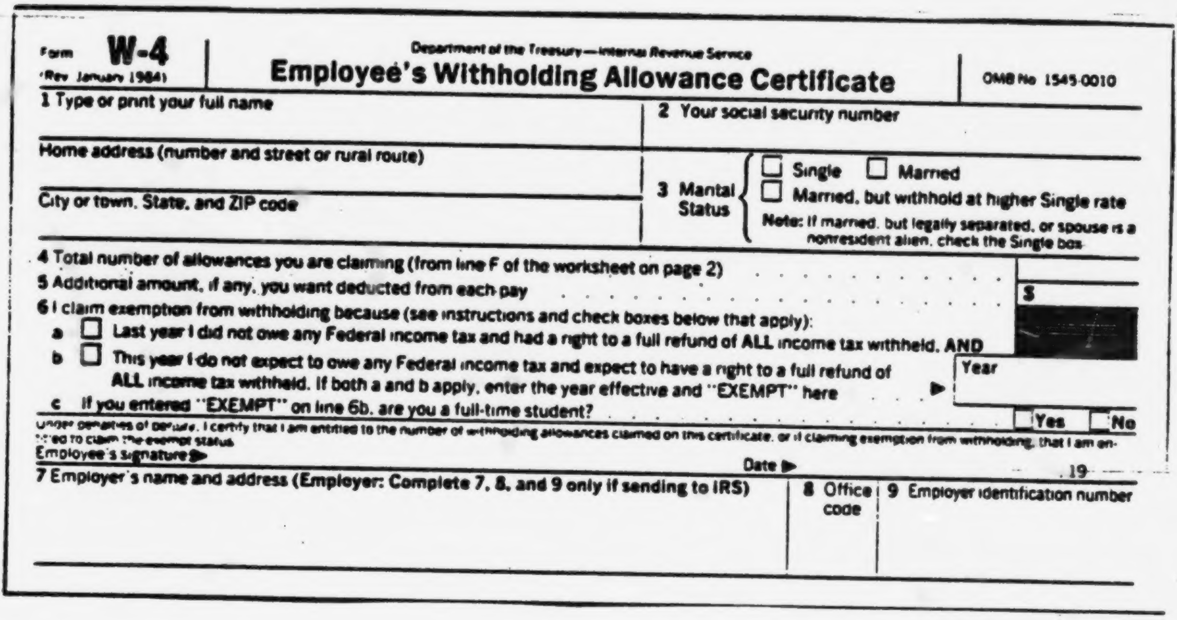
Employer: Yes, but only with more training.

COMPETENCY: G.12 READ AND FILL OUT W-4 AND INSURANCE FORMS.

SAMPLE WRITTEN LANGUAGE

See Exhibit 4

Exhibit 4



Form **W-4**
(Rev. January 1984)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

OMB No. 1545-0010

1 Type or print your full name

2 Your social security number

Home address (number and street or rural route)

City or town, State, and ZIP code

3 Marital Status
☐ Single ☐ Married
☐ Married, but withhold at higher Single rate
Note: If married, but legally separated, or spouse is a nonresident alien, check the Single box

4 Total number of allowances you are claiming (from line F of the worksheet on page 2)

5 Additional amount, if any, you want deducted from each pay $

6 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter the year effective and "EXEMPT" here ▶ Year

c If you entered "EXEMPT" on line 6b, are you a full-time student? ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Date ▶ , 19

7 Employer's name and address (Employer: Complete 7, 8, and 9 only if sending to IRS)

8 Office code

9 Employer identification number

COMPETENCY: G.13 REQUEST TIME OFF OR CHANGE OF SCHEDULE.

GRAMMATICAL FOCUS:

Level One: [WHAT FOR, conjunction BUT]
WOULD LIKE + infinitive, COULD questions

Level Two: Present conditional tense, WOULD LIKE + infinitive, comparative adverbs, adverbial clauses (BECAUSE)

SAMPLE ORAL LANGUAGE

Level One

Worker: I'd like to take tomorrow afternoon off.

Employer: What for?

Worker: I have some business at the bank.

Worker: Could I leave at 3:00 this afternoon?

Employer: Yes, but stay an hour later tomorrow.

Level Two

Worker: If (it's) possible, I'd like to come to work 1/2 hour earlier and leave 1/2 hour earlier.

Employer: Maybe next month. Talk to me then.

Worker: I'd like Thursday off this week because Thursday is my daughter's birthday.

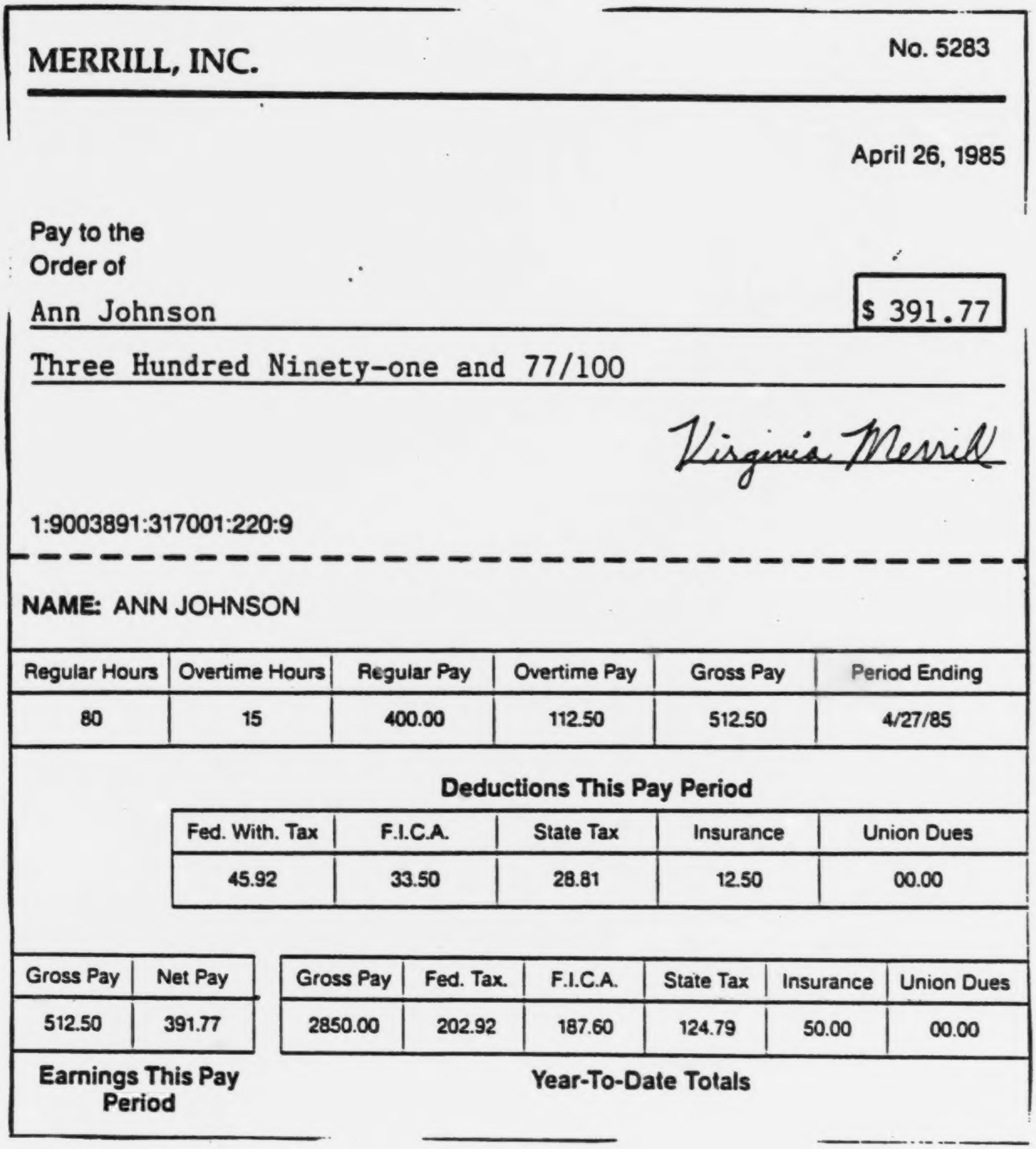
Employer: See if John can get by without you.

COMPETENCY: G.14 READ COMMON DEDUCTIONS ON PAYCHECK.

SAMPLE WRITTEN LANGUAGE

See Exhibit 5

Exhibit 5



MERRILL, INC.

No. 5283

April 26, 1985

Pay to the
Order of

Ann Johnson

$ 391.77

Three Hundred Ninety-one and 77/100

Virginia Merrill

1:9003891:317001:220:9

NAME: ANN JOHNSON

Regular Hours	Overtime Hours	Regular Pay	Overtime Pay	Gross Pay	Period Ending
80	15	400.00	112.50	512.50	4/27/85

Deductions This Pay Period

Fed. With. Tax	F.I.C.A.	State Tax	Insurance	Union Dues
45.92	33.50	28.81	12.50	00.00

Gross Pay	Net Pay
512.50	391.77

Earnings This Pay Period

Gross Pay	Fed. Tax.	F.I.C.A.	State Tax	Insurance	Union Dues
2850.00	202.92	187.60	124.79	50.00	00.00

Year-To-Date Totals

Source: Speaking Up At Work, Robinson, Rowe Kamp, 1985, P. 50.

COMPETENCY: G.15 REPORT ERRORS ON PAYCHECK.

GRAMMATICAL FOCUS:
Level One: CAN/COULD QUESTIONS, NOUN CLAUSES, THERE IS/ARE

Level Two: Conjunction BUT, noun clauses

SAMPLE ORAL LANGUAGE

Level One

Worker: Can (Could) I speak to you for a minute?

Employer: What can I do for you?

Worker: I think there's a mistake on my paycheck.

Level Two

Worker: Excuse me, but i think there's a mistake here. My overtime isn't on this check.

Employer: Check with payroll.

COMPETENCY: G.16 REPORT TARDINESS OR ABSENCE.

GRAMMATICAL FOCUS:
Level One: [Imperative]
Future GOING TO, negative future WILL

Level Two: Apologetic expressions, simple past BE, past tense WOULD, past HAVE TO, negative future WILL, adverbial clauses

SAMPLE ORAL LANGUAGE

Level One			
Worker:	I'm going to be late today.	Worker:	I won't be in today. I'm sick.
Employer:	O.K. Come in as soon as you can.	Employer:	O.K. Please call again if you won't be in tomorrow.
Level Two			
Worker:	I'm sorry I was late today. My car wouldn't start and I had to take the bus.	Worker:	I won't be in tomorrow morning because I have to take my son to the doctor.
Employer:	Thanks for calling.	Employer:	Sorry to hear he's sick. Come in as soon as you can.

CHAPTER IV: VOCATIONAL COMPETENCIES AND VOCABULARY

CHAPTER IV. VOCATIONAL COMPETENCIES AND VOCABULARY

This section consists of vocational competencies and vocabulary related to each competency. The competencies were identified in a three-step process. First, the OSCAER staff reviewed the DACUM (Developing a Curriculum) and V-TEC (Vocational-Technical Education Consortium of States) task analysis of typical data entry jobs and made a master list of all competencies. The second step involved OSCAER consultant review of the competencies and identification of those competencies which are addressed in their own training programs. The last step involved combining, editing, and re-wording the competencies. The competency list found in this section is the final result of that process.

The vocabulary identified for each vocational competency was identified using a two-step process. First, the vocational competencies were divided into two groups and each group was sent to a VESL consultant who identified vocabulary for each competency. Then, the consultants reviewed each other's lists and added, deleted, or rearranged items.

The vocabulary includes both technical and non-technical items. It is important to note that these words have been identified as important in most training and work situations. Because of the diversity of forms and documents used in various data entry positions, the list is not all-inclusive. A local program will find that additional vocabulary items should be identified and included in the VESL instruction.

These competencies and vocabulary items are resources for VESL teachers who are preparing their curriculum and lesson plans. The competencies identify the projected outcomes of the vocational training. The associated vocabulary items should be taught and reinforced within a communicative context in the VESL class. Using the vocational competencies as focal points, the VESL instructor can develop lessons which incorporate the associated vocabulary while emphasizing the language competencies and grammatical forms related to those vocational competencies.

IDENTIFICATION AND OPERATION OF EQUIPMENT

VOCATIONAL COMPETENCY 1: DEMONSTRATE ABILITY TO IDENTIFY PARTS AND KEYS OF TYPEWRITER AND THEIR FUNCTIONS.

Nouns

- aligning scale
- automatic line finder
- backspace key
- carbon ribbon
- card/envelope holders
- carriage
- carriage return key
- carriage return lever
- carrier
- correction ribbon
- cylinder
- daisy wheel
- electric typewriter
- finger
- first finger
- fourth finger
- home keys
- keys
- keyboard
- left carriage release
- left margin set
- left platen knob
- left shift key
- line-of-writing scale
- line-space selector
- manual typewriter
- margin release key
- margin scale
- nylon ribbon
- on/off control
- paper bail
- paper bail rolls
- paper guide
- paper release lever
- paper table
- platen
- priting point indicator
- ribbon carrier
- ribbon control
- right carriage release
- right margin set
- right platen know
- right shift key
- space bar
- second finger
- shift lock

Nouns (Cont.)

- tab clear
- tab set
- tabulator
- third finger
- thumb
- variable line space
- warning bell

Adjectives/ Adverbs

- double-spaced
- elite
- horizontally
- pica
- single-spaced
- triple-spaced
- vertically

Verbs

- adjust
- advance
- arrange
- center
- change
- depress
- enter
- follow
- hold
- insert
- locate
- move
- place
- pull
- push
- press
- raise
- reach
- release
- remove
- rest
- return
- set
- slide
- space
- space down
- straighten
- strike
- turn off
- turn on
- type

VOCATIONAL COMPETENCY 2: DEMONSTRATE ABILITY TO IDENTIFY KEYS ON A COMPUTER KEYBOARD AND THEIR FUNCTIONS.

Nouns

alphabet
alternate key
ampersand
apostrophe
asterisk
at sign
back slash
backspace key
brackets
caps lock key
caret
colon
comma
computer
concentric circles
control key
dash
decimal point
default disk drive
delete key
dexterity
disk drive
diskette
dollar sign
eight
eighty
end
envelope
escape key
exclamation point
fifty
five
flexible disk
floppy disk
forty
four
function keys
grave sign
greater than
home
home keys
hyphen
insert key
keyboard
keypad
logged disk drive

(continued on next page)

Adjectives/ Adverbs

double-spaced
single-spaced
triple-spaced
eight
eightieth
fifth
fiftieth
first
fortieth
fourth
ninetieth
ninth
second
seventh
seventieth
sixth
sixtieth
tenth
third
thirtieth

Verbs

adjust
backspace
correct
delete
enter
escape
hold
insert
key in
power down
power up
return
space
turn off
turn on
type

VOCATIONAL COMPETENCY 2: DEMONSTRATE ABILITY TO IDENTIFY KEYS ON A COMPUTER KEYBOARD AND THEIR FUNCTIONS.
(Cont.)

Nouns	Adjectives/ Adverbs	Verbs
monitor		
nine		
ninety		
numeric lock		
one		
one hundred		
one thousand		
page down key		
page up key		
parenthesis		
percent sign		
plus sign		
pund sign		
print screen		
printer		
question mark		
quotation mark		
return key		
screen		
scroll lock		
semicolon		
seven		
seventy		
shift key		
slash mark		
srokes per hour		
surface		
symbol		
tab key		
ten		
thirty		
three		
tracks		
words per minute		
write protect notch		

VOCATIONAL COMPETENCY 3: DEMONSTRATE APPROPRIATE KEYBOARDING POSTURE AND FINGER POSITIONS.

Nouns

balance
body
break
carriage
carrier
copy
elbows
end
feet
fingers
frame
hands
home keys
interruption
keyboarding position
keystrokes
keystroking action
letter key
line
motion
palm
pause
release
shift key
sides (of body)
space bar
stroke
tabulator
thumb
typing position
wrist

Adjectives/ Adverbs

close
comfortable
correct
curved
directly
down-and-in
flick-of-hand
immediate
immediately
instantly
left
low
minimum
natural
proper
quick
quickly
quiet
relaxed
right
snappy
uniform
uniformly
upright

Verbs

continue
hold
keep
maintain
pause
provide
reach
release
return
sit
start
strike
(struck)
type
use

VOCATIONAL COMPETENCY 4: DEMONSTRATE BASIC KEYBOARDING SPEED AND ACCURACY.

Nouns	Adjectives/ Adverbs	Verbs
accuracy	accurately	compute
error	quickly	concentrate
GWAM (gross words a min.)	steadily	divide
speed		listen
timing		type
1' timing		
3' timing		
5' timing		

VOCATIONAL COMPETENCY 5: IDENTIFY COMPONENTS OF A COMPUTER TERMINAL AND THEIR FUNCTIONS.

Nouns

access
cable
cathode ray tube (CRT)
computer
cursor
data
disk
disk drive A
disk drive B
diskette
display
document
dot matrix printer
flexible disk
floppy disk
hard copy
hard disk
input
keyboard
keypa
magnetic tape
memory
monitor
on-line terminal
output
peripherals
printer
screen
text
user
video display terminal (VDT)

Adjectives/ Adverbs

backup
compatible
user friendly

Verbs

access
check
correct
display
enter
execute
initialize
input
key in
print
read
save

VOCATIONAL COMPETENCY 6: DEMONSTRATE ABILITY TO BOOT COMPUTER AND POWER DOWN SYSTEM.

Nouns

- alternate key
- brightness control
- contrast control
- control key
- delete key
- disk drive
- disk drive A
- disk drive B
- diskette
- display device
- envelope
- flexible disk
- floppy disk
- jacket
- screen
- slot
- write protect notch

Adjectives/ Adverbs

- dark
- gently
- highlighted
- light

Verbs

- adjust
- answer
- close
- enter
- insert
- open
- power down
- power up
- remove
- save
- turn off
- turn on
- write

VOCATIONAL COMPETENCY 7: DEMONSTRATE APPROPRIATE HANDLING OF DISKETTES AND EQUIPMENT.

Nouns

ball-point pen
direct sunlight
disk
disk drive
diskette
dust
devices
envelope
eraser
felt-tip-pen
jacket
label
magnet
magnetic field
moisture
motor
paper clip
recording surface
telephone
television set
temperature extremes
write protect notch
(no) drinking
(no) eating
(no) smoking

Adjectives/ Adverbs

abrasive
carefully
hard
reusable
temporarily
unusable
upright

Verbs

attach
bend
damage
dent
fold
force
handle
keep
press
spindle
store
touch

VOCATIONAL COMPETENCY 8: IDENTIFY DATA ENTRY APPLICATIONS

Nouns

ABA number
account
account number
accounts payable
acount receivable
accounts receivable ledger
bank reconciliation
bank statement
bar code
bar scanner
capital
cash account
cash sale
charge costumer
checking account
commission
data
deduction
deposit slip
depositor
discrepancy report
drawer
electronic cash register
endorsement
expenses
FICA
field cursor
file
financial stability
fiscal period
generl ledger
gross pay
income tax
inventory
invoice
journal
keypunch card
keypunch machine
keypunch operator
liability
loss
manual check
manual check stub
menu
merchandise
MICR number

Adjectives/ Adverbs

accurately
alphabetic
alphabetically
automatic
hourly
manually
numerical
numerically
overtime
periodically
regular
salaried

Verbs

accompany
arrange
boot
calculate
coding
decrease
delete
enter
establish
figure
file
increase
instruct
key in
load
operate
post
process
program
proofread
record
resubmit
withhold

(continued on next page)

VOCATIONAL COMPETENCY 8: IDENTIFY DATA ENTRY APPLICATIONS (Cont.)

Nouns	Adjectives/ Adverbs	Verbs
net pay		
optical scanner		
overtime hours		
packing list		
pay period		
payee		
payroll		
perpetual inventory records		
personal data application		
physical inventory		
piece rate		
point-of-sale terminal (P.O.S.)		
profit		
purchase on account		
purchase order		
receipt		
record		
reduction		
regular hours		
revenue		
salary		
service charge		
signature card		
sale on account		
social security number (SSN)		
statement		
stock number		
subtotal		
supplier		
terms		
total earnings		
transaction		
universal product code (UPC)		
vendor		
voucher check		
voucher check stub		
wages		
wand scanner		
withholding tax		

VOCATIONAL COMPETENCY 9: DEMONSTRATE ABILITY TO SELECT AN OPTION FROM A MENU.

Nouns	Adjectives/ Adverbs	Verbs
batch number		choose
choice		continue
cursor		display
display		enter
file		press
format		return
instructions		select
item		sign on
job name		verify
operator ID		
key		
menu		
mode		
option		

VOCATIONAL COMPETENCY 10: DEMONSTRATE ABILITY TO LOCATE SPECIFIC SCREEN FIELD USING CURSOR.

Nouns	Adjectives/ Adverbs	Verbs
asterisk		backspace
backspace key		enter
cursor		key in
definition		locate
error		move
field		prompt
number		return (to previous field)
program		retype
record		strike
sign		
source document		

VOCATIONAL COMPETENCY 11: DEMONSTRATE ABILITY TO ENTER REQUIRED DATA FROM SOURCE DOCUMENT.

Nouns

- account number
- accounts payable
- accounts receivable
- assets
- bank reconciliation
- capital
- character
- cash sale
- charge costumer
- check
- check stub
- checking account
- code
- columns
- commission
- credit
- debit
- deduction
- depositor
- deposit slip
- digit
- discount
- drawer
- expenses
- fields
- fiscal period
- general journal
- general ledger
- gross pay
- instruction
- journal
- key
- ledger
- liabilities
- loss
- net pay
- packing list
- payee
- pay period
- piece rate
- program
- purchase on account
- reduction
- sale on account
- schedule
- service charge
- subtotal
- supplier
- verifying count

Adjectives/ Adverbs

- alphabetic
- alphabetically
- automatic
- automatically
- numerical
- numerically
- periodically

Verbs

- accompany
- arrange
- calculate
- coding
- decrease
- delete
- enter
- establish
- figure
- increase
- instruct
- keying
- operate
- post
- process
- programming
- proofread
- record
- resubmit
- withhold

VOCATIONAL COMPETENCY 12: DEMONSTRATE ABILITY TO VERIFY ACCURACY OF ENTERED DATA AGAINST SOURCE DOCUMENT.

Nouns

capital letter
error
figure
letter
mistake
name
number
punctuation
small letter
source document
screen

Adjectives/ Adverbs

back-and-forth
capital
capitalized
careful
carefully
careless
carelessly
exactly
lower case
slowly
upper case

Verbs

compare
scan
search
identify
verify
check
locate

VOCATIONAL COMPETENCY 13: DEMONSTRATE ABILITY TO CORRECT ERRORS.

Nouns	Adjectives/ Adverbs	Verbs
content		backspace
correction		correct
cursor		delete
display		display
error		enter
field		reset
procedure		search
process		verify
record		
source document		

VOCATIONAL COMPETENCY 14: DEMONSTRATE ABILITY TO RETRIEVE NEEDED INFORMATION.

Nouns

- address
- batch number
- data
- file
- format
- job name
- location
- menu
- mode
- operator ID
- order sequence
- task

Adjectives/ Adverbs

- direct access (file)
- organized
- random
- sequential (file)

Verbs

- arrange
- check
- find
- key in
- process
- retrieve
- run through
- select
- sign on
- store
- verify

VOCATIONAL COMPETENCY 15: DEMONSTRATE ABILITY TO PRINT INFORMATION.

Nouns

- disk
- disk drive
- hard copy
- printer

Adjectives/ Adverbs

Verbs

- choose
- enter
- format
- power down
- power up
- print
- produce
- set up
- turn off
- turn on

CHAPTER V: RESOURCES

V. RESOURCES

This section contains listings of selected materials which can serve as useful resource to the VESL instructor who is adapting this curriculum. Their inclusion here does not imply a tacit recommendation. The resources are divided into the following sections:

A. Print Materials for Data Entry
B. Print Materials for General Pre-employment VESL
C. Computer Software
D. Materials Clearinghouses

Please note that many materials are available from more than one distributor; no partiality toward any particular distributor is intended. Availability, source, and price are subject to change.

A. Print Materials for Data Entry

TITLE: Activities for VESL Vocabulary Cards: Computer Literacy

AUTHOR/AGENCY: Arizona Department of Education

PUBLICATION DATE/PAGES: 1984, 65 pages

LANGUAGE USED: English

FORMAT: Teacher's manual with student worksheets which include learning activities to reinforce vocabulary development.

CONTENT: Cloze, true-false, wordsearch, crossword puzzles, matching and classification exercises using computer terminology are presented.

AVAILABLE FROM: Stewart Miller, Director
Program Support Unit
1535 W. Jefferson
Arizona Department of Education
Phoenix, AZ 85007

TITLE: BVT Typing Course Lesson Plan

AUTHOR/AGENCY: Chinatown Manpower Project, Inc.

PUBLICATION DATE/PAGES: 1979, 4 pages

LANGUAGE USED: English

FORMAT: Lesson plans

CONTENT: Basic typewriter components, posture, setting margins and introduction to home row and shift keys.

AVAILABLE FROM: The National Network for Curriculum Coordination
in Vocational and Technical Education
(See Appendix H for location of the center
closest to your area)

TITLE: Clerical Applications

AUTHOR/AGENCY: Asians for Job Opportunities in Berkeley, Inc.

PUBLICATION DATE/PAGES: 1981, 26 pages

LANGUAGE USED: English

FORMAT: Lesson plans

CONTENT: Performance objectives for oral, aural, reading and writing development, job hunting procedures, job applications, employment tests and interview performance strategies.

AVAILABLE FROM: The National Networt for Curriculum Coordination
in Vocational and Technical Education
(See Appendix H for location of the center
closest to your area)

TITLE: Competency-based Vocational/Technical Curriculum Series

AUTHOR/AGENCY: Project Development and Management, Carbondale, Inc.

PUBLICATION DATE/PAGES: 1981, 199 pages

LANGUAGE USED: English

FORMAT: Duty-Task indexes with performance objectives, evaluation criteria, performance guide.

CONTENT: Includes a duty-task index which describes various functions of a data-entry worker, evaluation criterion based on the appropriate length of time needed to perform a task and performance objectives listed sequentially. Areas of instruction include: Business, English, General Office Procedures, Typing and Accounting.

AVAILABLE FROM: Project Development and Management
School of Technical Careers
Southern Illinois University
Carbondale, IL 62901

TITLE: Clerical Safety

AUTHOR/AGENCY: Asians for Job Opportunities in Berkely, Inc.

PUBLICATION DATE/PAGES: 1981, 20 pages

LANGUAGE USED: English

FORMAT: Lesson plans

CONTENT: Performance objectives for oral, aural reading and writing development, appropriate type of office clothing, personal safety related to office machines and appliances, fire safety, the use of fire extinguishers, earthquake drills, and procedures for filling out an accident report.

AVAILABLE FROM: The National Network for Curriculum Coordination in
Vocational and Technical Education
(See Appendix H for location of the center
closest to your area)

TITLE: Curriculum Guide for the Bilingual Vocational Data Entry Word Processing Program

AUTHOR/AGENCY: Triton College, River Grove, IL

PUBLICATION DATE/PAGES: 1985, 51 pages

LANGUAGE USED: English

FORMAT: Instructional manual

CONTENT: Data entry/word processing guide, keyboarding, data entry, word processing and vocabulary.

AVAILABLE FROM: The National Network for Curriculum Coordination
in Vocational and Technical Education
(See Appendix H for location of the center
closest to your area)

TITLE: Elgin YWCA Course Outlines

AUTHOR/AGENCY: Elgin YWCA Refugee Project

PUBLICATION DATE/PAGES: Data unavailable, 104 pages

LANGUAGE USED: English

FORMAT: Course outlines

CONTENT: Contains an introduction, general VESL component and exercises emphasizing data entry, keyboarding and general office terminology. Graphics indicating correct keyboarding positions, parts of the typewriter keyboard and appropriate care and handling of diskettes accompany worksheets. Intended to be used as a supplement to a text.

AVAILABLE FROM: Elgin YWCA Refugee Project
Data Entry Vocational Training/VESL Program
220 E. Chicago Street
Elgin, IL 60120

TITLE: English on the Job (Levels I, II, and III)

AUTHOR/AGENCY: Wisconsin Board of Vocational Technical and Adult Education

PUBLICATION DATE/PAGES: 1976

LANGUAGES USED: English

FORMAT: Dialogues, reading pasages and high-frequency language structures

CONTENT: Student Performance objectives, vocabulary lists, grammar-based worksheets and work-related dialogues are presented in the areas of: general office, data processing and clerical.

AVAILABLE FROM: Wisconsin Board of Vocational, Technical and Adult Education
310 Price Place
P.O. Box 7874
Madison, WI. 53707

TITLE: Math Language

AUTHOR/AGENCY: Janus Books

PUBLICATION DATE/PAGES: 1985, 31 pp.

LANGUAGE USED: English

FORMAT: Workbook

CONTENT: Math related vocabulary, exercises and word problems.

AVAILABLE FROM: Janus Book Publishers, Inc.
2501 Industrial Parkway West
Mayward, CA 94545

TITLE: Shifting Gears

AUTHOR/AGENCY: The Experiment in International Living

PUBLICATION DATE/PAGES: 1984, Lesson 34, Filing by Letter, pp. 71-75

LANGUAGE USED: English

FORMAT: Task-oriented activities and work sheets.

CONTENT: Activities for students learning to alphabetize

AVAILABLE FROM: The Experiment in International Living
Kipling Road
Brattleboro, VT 05301

TITLE: VESL Curriculum Guide for the Triton College Bilingual Vocational Data Entry Word Processing Training Program

AUTHOR/AGENCY: Triton College, River Grove, Illinois

PUBLICATION DATE/PAGES: 1985, 50 pp.

LANGUAGE USED: English

FORMAT: Instructional manual

CONTENT: Basic English grammar, parts of speech, sentence structure, and verb tenses. Also covered: Telephone etiquette, business correspondence, resume writing and interviewing skills.

AVAILABLE FROM: The National Network for Curriculum Coordination in Vocational and Technical Education
(See Appendix H for location of the center closest to your area)

B. Print Materials for General Pre-employment VESL

TITLE: English That Works

AUTHOR/AGENCY: Savage, How, and Yeung

PUBLICATION DATE: 1982

LANGUAGE LEVEL: Beginning-Advanced

FORMAT: Student books and instructor's guides at two levels, flashcards, cassettes, and native language booklets.

CONTENT: A comprehensive program which teaches English while incorporating language skills for finding and keeping a job. This unusually complete and detailed program provides "integrated, competency-based, bilingual, and pre-vocational" ESL.

AVAILABLE FROM: Scott, Foresman and Company

TITLE: ESL For Action

AUTHOR/AGENCY: Elsa R. Auerbach and Nina Wallerstein

PUBLICATION DATE: 1987

LANGUAGE LEVEL: Intermediate, Advanced

FORMAT: Student Book, Teacher's Guide

CONTENT: The text explores the daily work lives and associated problems of immigrants. Lessons are based on the educational process termed "problem-posing" and are designed to foster critical thinking and action.

AVAILABLE FROM: Addison-Wesley Publishing Company

TITLE: It's Up to You

AUTHOR/AGENCY: Dresner, Beck, Morgano, and Custer

PUBLICATION DATE: 1980

LANGUAGE LEVEL: Intermediate, Advanced

FORMAT: Student book, cassette tape

CONTENT: Designed to improve oral and written language skills and teach job-seeking strategies to LEP students. Focus items include: examining job needs, using the want-ads, making phone calls and interviewing.

AVAILABLE FROM: Longman, Inc.
19 West 44th Street
New York, NY 10038

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TITLE: Let's Work Safely!

AUTHOR/AGENCY: Linda Mrowicki

PUBLICATION DATE: 1984

LANGUAGE LEVEL: High beginning, Intermediate

FORMAT: Student book

CONTENT: Teaching safety and the language of safety at the workplace is the topic of this book. Large print passages and many illustrations accompany sections on: safety clothing, safety procedures, safe and unsafe working conditions, and accidents. Students learn to talk about safety, read safety messages, and fill out report forms.

AVAILABLE FROM: Linmore Publishing, Inc.
P.O. Box 1545
Palatine, IL 60078

TITLE: May I Help You?

AUTHOR/AGENCY: Heide Spruck Wrigley

PUBLICATION DATE: 1987

LANGUAGE LEVEL: Intermediate

FORMAT: Student Book

CONTENT: The text gives practice in interacting with the public in service occupations, and includes chapters on dealing with customer complaints, special requests, and other situations encountered by employees.

AVAILABLE FROM: Addison-Wesley

TITLE: Prevocational English

AUTHOR/AGENCY: Daniel Rusthoi

PUBLICATION DATE: 1970, 1978, 1985

LANGUAGE LEVEL: Beginning-Intermediate

FORMAT: Student Texts - Levels 1 and 2
Student Workbooks - Levels 1 and 2
Teacher's Guide

CONTENT: This comprehensive series is intended to teach basic conversational English while providing an introduction to technical skills. Lessons are job-oriented and based on a teaching methodology termed "situational reinforcement." Each level provides material for 120-150 classroom hours.

AVAILABLE FROM: Volunteer Publishers, Inc.
National Textbook Company
4255 W. Touhy Avenue
Lincolnwood, IL 60646-1975

TITLE: Speaking Up at Work

AUTHOR/AGENCY: Catherine Robinson and Jenise Rowekamp

PUBLICATION DATE: 1985

LANGUAGE LEVEL: Intermediate

FORMAT: Student Book, teacher's manual

CONTENT: The text focuses on language and culture needed by students to obtain and maintain employment. The first two sections of each of 11 units emphasize oral communication; the third section emphasizes reading and writing.

AVAILABLE FROM: Oxford University Press

TITLE: Your First Job: Putting Your English to Work

AUTHOR/AGENCY: David W. Prince and Julia Lakey Gage

PUBLICATION DATE: 1986

LANGUAGE LEVEL: Intermediate

FORMAT: Student text

CONTENT: This ESL text provides an introduction to the American workplace by emphasizing: on-the-job training methods, prescribed job tasks, and social English for the workplace. The setting for the text is a manufacturing factory, and students are exposed to common factory tasks and procedures.

AVAILABLE FROM: Prentice-Hall
Englewood Cliffs, NJ 07632

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TITLE: Business Volume 2

DEVELOPER: Minnesota Educational Computing Consortium (MECC)
2520 Broadway Drive
St. Paul, MN 55113-5199

COMPATIBLE HARDWARE: Apple, includes disk and support manual, $46.00, demo and loan priviledges available.

DESCRIPTION: Contains information processing programs which enable users to: set up and practice using a computer-based payroll system and create files for a hypothetical company payroll.

AVAILABLE FROM: Minnesota Educational Computing Consortium (MECC)
2520 Broadway Drive
St. Paul, MN 55113-5199

TITLE: Business Volume 3

DEVELOPER: Minnesota Educational Computing Consortium (MECC)
2520 Broadway Drive
St. Paul, MN 55113-5199

COMPATIBLE HARDWARE: Apple, requires a dual disk drive and a 132-character printer, $49.00 demo and loan.

DESCRIPTION: Topics are: general ledger, accounts payable, accounts receivable and inventory control.

AVAILABLE FROM: Minnesota Educational Computing Consortium (MECC)
2520 Broadway Drive
St. Paul, MN 55113-5199

TITLE: Computer Math Drill and Instruction

DEVELOPER: Science Research Associates, Inc.
155 N. Wacker Drive
Chicago, IL 60606. 1983.

COMPATIBLE HARDWARE: Apple, includes/sample disk, demo.

DESCRIPTION: Drills covering addition, subtraction, multiplication/division, whole numbers, fractions and decimals for grades 1-6.

AVAILABLE FROM: Science Research Associates, Inc.
155 N. Wacker Drive
Chicago, Il 60606. 1983.

TITLE: Junior-Typer

DEVELOPER: Aquarius
Box 1283
Indian Rocks Beach, FL 33535. 1984. $25.00

COMPATIBLE HARDWARE: Apple

DESCRIPTION: Provides touch typing skills with graphics which show the correct fingering for each letter.

AVAILABLE FROM: Aquarius

TITLE: Master Type: The Typing Instruction Game

DEVELOPER: Bruce Zeverg,
Lightning Software
P.O. Box 11725
Palo Alto, CA 94306. 1981.

COMPATIBLE HARDWARE: Apple, includes: 1 disk and instruction booklet.

DESCRIPTION: Users learn typing skills while battling attacks of enemy words: includes 17 progressive lessons.

AVAILABLE FROM: Lightning Software
P.O. Box 11725
Palo Alto, CA 94306

TITLE: Math for Everyday Living

DEVELOPER: Ann Edison and Allen A. Schwartz
Educational Activivities, Inc.
P.O. Box 392
Freeport, NY 11520. 1982

COMPATIBLE HARDWARE: Apple, with 2 disks, program guides and lesson plans.

DESCRIPTION: Real-life math skills.

AVAILABLE FROM: Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520. 1982

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TITLE: How to Get and Hold a Job

DEVELOPER: Aquarius
P.O. Box 128
Indian Rocks Beach, FL 33535. 1983.

COMPATIBLE HARDWARE: Apple TRS-80

DESCRIPTION: Topics include: job selection, interview techniques, employee-employer relations and other essential occupational skills.

AVAILABLE FROM: Aquarius
P.O. Box 128
Indian Rocks Beach, FL 33535

TITLE: Hyper-Typer

DEVELOPER: Digital Marketing Corp.
2363 Boulevard Circle,
Suite 8
Walnut Creek, CA 94595. 1983.

COMPATIBLE HARDWARE: IBM PC, includes 1 disk and instructor's manual.

DESCRIPTION: User learns how to type or increase typing skills. In addition, it facilitates the transfer of skills from the typewriter to the computer terminal.

AVAILABLE FROM: Digital Marketing Corp.
2363 Boulevard Circle,
Suite 8
Walnut Creek, CA 94595

TITLE: Introduction to the Microcomputer Keyboard

DEVELOPER: Educational Audio Visual Inc.,
Pleasantville, NY 10570. 1982.

COMPATIBLE HARDWARE: Apple, includes 1 disk, teachers materials and audio casettes.

DESCRIPTION: Familiarizes students with the keyboard. With on-screen voice instructions and voice instructions on the audio cassettes.

AVAILABLE FROM: Educational Audio Visual, Inc.
Pleasantville, NY 10570

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TITLE: Microtyping II

DEVELOPER: Hayden Software Co.,
600 Suffolk Street
Lowell, MA 01853. 1983

COMPATIBLE HARDWARE: Apple

DESCRIPTION: Letters, numbers and symbols, words, text and program listings, create or view paragraphs, practice paragraphs, saving paragraphs on disk, recall paragraphs from disk, and edit paragraphs.

AVAILABLE FROM: Hayden Software Co.
600 Suffolk Street
Lowell, MA 01853

TITLE: Office Files

DEVELOPER: Digital Marketing Corp.
2363 Boulevard Circle
Walnut Creek, CA 94595. 1982

COMPATIBLE HARDWARE: IBM PC

DESCRIPTION: Provides practice with forms, files and reports.

AVAILABLE FROM: Digital Marketing Corp.
2363 Boulevard Circle
Walnut Creek, CA 94595

TITLE: Office Work

DEVELOPER: Intellectual Software
798 N. Avenue
Bridgeport, CO 06606. 1983. $34.95

COMPATIBLE HARDWARE: Apple

DESCRIPTION: Describes career opportunities and requirements.

AVAILABLE FROM: Intellectual Software
798 N. Avenue
Bridgeport, CO 06606

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TITLE: South-Western Publishing Company Demonstration Diskette

DEVELOPER: Southwestern Publishing Co.,
355 Cirlce Street
West Chicago, IL 60185.

COMPATIBLE HARDWARE: Apple TRS-80. Includes disk and documentation.

DESCRIPTION: Includes sample of: DATA ENTRY Activities for the Microcomputer

AVAILABLE FROM: Southwestern Publishing Co.

TITLE: TAS/Teacher Authoring System

DEVELOPER: Teach Yourself by Computer Software
2128 W. Jefferson Road
Pittsford, NY 14534. 1983.

COMPATIBLE HARDWARE: TRS-80, Model III/IV, with author and student disk.

DESCRIPTION: Allows teacher to design and create computerized lessons.

AVAILABLE FROM: Teach Yourself by Computer Software
2128 W. Jefferson Road
Pittsford, NY 14534

TITLE: T.E.S.T.

DEVELOPER: Teach Yourself by Computer Software
2128 W. Jefferson Road
Pittsford, NY 14534. $24.95

COMPATIBLE HARDWARE: TRS-80 Model III/IV.

DESCRIPTION: Authoring system with 2 programs for teachers and student

AVAILABLE FROM: Teach Yourself by Computer Software

TITLE: VESL for Data Entry

DEVELOPER: Project OSCAER
Northwest Educational Cooperative
500 South Dwyer Avenue
Arlington Heights, IL 60005

COMPATIBLE HARDWARE: PC computers which have a color graphics card.

DESCRIPTION: Unit 1: Introduction to the Computer. One disk includes lessons in Components, Functions, Definitions, and Operations at two levels of difficulty and emphasizes pronouns, prepositions, simple present tense and sentence construction. Unit 2: Operations and Applications. One disk includes readings, dictionaries, and assorted exercises testing reading comprehension and crucial vocabulary.

AVAILABLE FROM: Project OSCAER
Northwest Educational Cooperative
500 S. Dwyer Avenue
Arlington Heights, IL 60005

D. Materials Clearinghouses

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, DC 20007
(202) 298-9292

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
Ohio State Unviersity
1960 Kenny Road
Columbus, OH 43210
(800) 848-4815

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION
11501 Georgia Avenue
Wheaton, MD 20902
(800) 647-0123
(301) 933-9448

CLEARINGHOUSE FOR ESL PUBLIC DOMAIN SOFTWARE
Gordy Room 201
Ohio University
Athens, OH 45701

NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION

East Central Network
Illinois Vocational Curriculum Center
Sangamon State University
Building E-22
Springfield, IL 62708
(217) 786-6375

Minnesota, Wisconsin, Illinois, Michigan, Indiana, Ohio, Pennsylvania, West Virginia, Virginia, Delaware, Maryland

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Northeast Network for Curriculum Coordination
Rutgers University
200 Old Motowan Road
Old Bridge, NJ
(201) 390-1191

Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New Jersey, New York, Puerto Rico, Virgin Islands

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Western Curriculum Coordination Center
University of Hawaii
1776 University Avenue
Honolulu, HI 96822
(808) 948-7834

California, Hawaii, Nevada, Arizona, Trust Territories of the Pacific Islands, Guam, American Samoa

Midwest Curriculum Coordination Center
Curriculum and Instructional Materials Center
State Department of Vocational and Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074
(405) 377-2000

Iowa, Nebraska, Kansas, Missouri Oklahoma, Louisiana, Texas, New Mexico, Alabama, Mississippi

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Northwest Curriculum Coordination Center
St. Martin's College
Old Main Building, Room 478
Lacey, WA 58903

Washington, Oregon, Idaho, Montana, Wyoming, Utah, Colorado, North Dakota, S. Dakota, Alaska

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Southeast Curriculum Coordination Center
Mississippi State University
Drawer DX
Mississippi State, MS 39762
(601) 325-2510

Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida

APPENDICES

APPENDIX A

ABSTRACTS OF CONTRIBUTING BVT PROJECTS

Arizona Department of Education

Title: Bilingual Vocational Training Program

Language groups served: Spanish, Vietnamese, Chinese

Occupational areas: Data entry, quick service mechanics, home health aide, and arc welding

Length of training: 16 weeks

Number of cycles: 2+

Weekly hours of vocational training: 10-12

Weekly hours of ESL training: 8-10

Weekly hours of job counseling: 1 1/2

Grant award amount: $214,274

Number of trainees: 70

Approximate cost per trainee: $3,061

Coordinating agencies: Maricopa Technical Community College, Arizona Department of Economic Security, Arizona Department of Education

Additional funding sources: P.L. 98-524 LEP formula money, Wagner Payser/Job Service, and student fund-raising activities

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Project Director: Gail Shay

Address:
108 North 40th Street
Phoenix, Arizona 85034

Phone: (602) 267-4497

Project runs until July 31, 1987

G0084 02116

Oakton Community College

Title: Project Best: Building Energy Systems Training

Language groups served: Spanish and Polish (Second language subject to change with new cycle)

Occupational area: Air conditioning and heating services

Length of training: 15 weeks

Number of training cycles: 3

Weekly hours of vocational training: 15

Weekly hours of ESL: 15

Grant award amount: $ 164,757

Number of trainees: 60 (during 18 month period)

Approximate cost per trainee: $2,745

Coordinating agencies: Oakton Community College, MONNACEP Program

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Project Director: David Pankratz

Address: 1600 East Golf Road
Des Plaines, Illinois 60016

Phone: (312) 635-1806

Project runs until August, 1987

G0086 20007

St. Augustine College

Title: Project Access

Language group served: Spanish

Occupational areas: Restaurant cook and nursing assistant

	Cook	Nurse
Length of training:	32 weeks	13 weeks
Number of training cycles:	1	2
weekly hours of vocational training:	20 1/2	13
Weekly hours of ESL training:	7 1/2	5 1/2
Clinical experience:	--	2 weeks
Hours of job counseling:	90	24

Grant award amount: $149,815

Number of trainees: 75

Approximate cost per trainee: $2,000

Stipends: $46 per month for transportation

Coordinating agencies: Truman College is providing the nursing assistant training.

Project Director: Carmen Dominguez

Address: 1333 west Argyle
Chicago, Illinois 60640

Phone: (312) 829-1617

Project runs until August 15, 1987

G0084 02149

China Institute in America

Title: Bilingual Vocational Training Program for Chinese Chefs

Language group served: Chinese

Occupational area: Chinese cooking

Length of training: 20 weeks

Number of training cycles: 2 per year

Weekly hours of vocational training: 23

Weekly hours of ESL training: 14

Hours of job counseling: 5

On-the-job training: 7 weeks, 50 hours per week

Grant award amount: $398,349

Number of trainees: 60 (during 18 month period)

Approximate cost per trainee: $6,600

Stipends: $3.35 per hour

Coordinating agencies: More than 20 Chinese restaurants participate by providing the site for on-the-job training and by supervising the trainee during the last 7 weeks of the training cycle.

Project Director: Ms. Sara Su Ma

Address: 125 E. 65th Street
New York, NY 10021

Phone: (212) 744-8181

Project runs until June 30, 1987

G0086 20005

Chinatown Manpower Project, Inc.

Title: Chinese/English Bilingual Vocational Training Program

Language group served: Chinese

Occupational area: Clerical, data-entry, and automated bookkeeping

Length of training: 24 weeks

Number of training cycles: 3 during 18 months

Weekly hours of vocational training: 15

Weekly hours of ESL training: 15

Weekly hours of job counseling: 5

Grant award amount: $369,943

Number of trainees: 120 (during 18 months)

Approximate cost per trainee: $2,740

Stipends: $15 per week for transportation

Additional funding sources: IBM and other private industries support in providing training equipment, staff development workshops, and monetary contributions.

Project Director: Ms. Shirley Yu

Address: 70 Mulberry Street
New York, NY 10013

Phone: (212) 964-7719

Project runs until February 29, 1988

G0081 00858

Houston Community College System

Title: Bilingual Vocational Program for Air Condition & Refrigeration Technicians

Language group served: Spanish

Occupational area: Air conditioning, Heating & Refrigeration

Length of training: 32 weeks

Number of training cycles: 3 per year

Weekly hours of vocational training: 15

Weekly hours of ESL training: 10

Weekly hours of job couseling: 5

Institutionalized since: 1985

Number of trainees: 135

Funding Source: Houston Community College

Project Director: Daniel Munguia

Address: 3620 Crawford Street
Houston, TX 77004

Phone: (713) 630-7256

APPENDIX B
WORK ENGLISH SURVIVAL COMPETENCIES

WORK ENGLISH SURVIVAL LEVEL I COMPETENCIES: CROSS-TOPICS

1. BASIC LITERACY SKILLS
    1. Develop visual discrimination skills for shape, size, and directionality.
    2. Name, copy, and write digits 0-9 (including phone and social security numbers) in isolation and in sequence.
    3. Name, copy, and write numbers 1-100 in isolation and in sequence.
    4. Name, copy, and print upper case letters in isolation and in sequence.
    5. Name, copy, and print upper and lower case letters in isolation and in sequence.
2. CLARIFICATION
    1. Express a lack of understanding.
    2. Ask someone to speak slowly or to repeat.
    3. Repeat something or speak louder when asked to do so.
    4. Ask the English word for something.
    5. Ask the meaning/pronunciation of English words.
3. DIRECTIONS
    1. Ask for location of places inside a building, or outside.
    2. Follow simple oral directions to a place inside a building, or outside.
    3. Ask for and follow simple directions to locate items.
4. MONEY
    1. Identify United States coins and bills by name and value.
    2. Read prices on tags or signs.
    3. Make or respond to a request for change or specific coins.
    4. Read names of coins on coin operated machines.
5. PERSONAL IDENTIFICATION
    1. Respond orally and in writing to basic questions about personal identification.
6. SOCIAL LANGUAGE
    1. Introduce oneself and introduce family, friends and co-workers.
    2. Give and respond to simple greetings and farewells.
    3. Ask and answer questions about personal background and family.
    4. Keep a conversation going.
    5. Excuse oneself for being late and/or interrupting.
    6. Excuse oneself politely.
    7. Ask permission to use or do something.
    8. State weather conditions in simple terms.
    9. State general feelings, likes and dislikes.
    10. Give and respond to compliments.
7. TELEPHONE
    1. Read and dial telephone numbers.
    2. Identify oneself on the telephone when answering and when calling.
    3. Request to speak to someone.
    4. Respond to request to hold.
    5. Respond to offer to take message.
8. TIME AND DATES
    1. Read analog and digital time.
    2. Write the time.
    3. Ask and answer questions about the time.
    4. Name and read days of the week and their abbreviations.
    5. Ask and answer basic questions about days.
    6. Identify parts of the day.
    7. Ask and respond to simple questions about daily activities and weekly routines using time phrases.
    8. Name, read and write months and their abbreviations.
    9. Read and write dates in both words and numbers.
    10. Ask about and give dates when asked.
    11. Use a calendar.

Source: Project Work English
Competency-based Curriculum
Survival-Level One
Northwest Educational Cooperative

APPENDIX C
STUDENT PERFORMANCE LEVEL DOCUMENT

STUDENT PERFORMANCE LEVEL DOCUMENT

SOURCE:

Mainstream English Language Training Project (MELT)
U.S. Department of Health and Human Services
Social Security Administration
Office of Refugee Resettlement
March 1985

PRONUNCIATION: GLOBAL RATING

Speech is almost always unintelligible.	0
Speech is frequently not comprehensible.	1
Speech is generally understandable, but occasionally difficult or impossible to comprehend as a result of pronunciation problems.	2
Speech is readily understandable (from a pronunciation standpoint).	3

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
0	**No ability whatsoever.**	**No ability whatsoever.**	**No ability whatsoever.**	**No ability whatsoever.**	**No ability whatsoever.**	0-8
I	• Functions minimally, if at all, in English. • Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. • A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.	• Understands only a few isolated words, and extremely simple learned phrases. (What's your name?)	• Vocabulary limited to a few isolated words. • No control of grammar.	• Recognizes most letters of the alphabet, and single-digit numbers.	• Copies letters of the alphabet, numbers, own name and address; needs assistance.	9-15

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
II	• Functions in a **very limited way** in situations related to **immediate needs**. • Can handle only **routine entry-level** jobs that do not require oral communication, and in which all tasks can be **easily demonstrated**. • A native English speaker **used** to dealing with limited English speakers will have **great difficulty** communicating with a person at this level.	• Understands **a limited** number of very **simple learned** phrases, spoken slowly with **frequent repetitions**.	• Expresses **a limited** number of **immediate** survival needs using **very simple learned** phrases. • Asks and responds to very simple learned questions. • **Some control** of very basic grammar.	• Recognizes **letters** of the alphabet, numbers **1-100**, and a **few very common sight words** (e.g. name, address, stop).	• Writes **letters** of the alphabet, numbers **1-100**, **very basic personal info.** on simplified forms; needs assistance.	16-28

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
III	• Functions with some difficulty in situations related to immediate needs. • Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated. • A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.	• Understands simple learned phrases, spoken slowly with frequent repetitions.	• Expresses immediate survival needs using simple learned phrases. • Asks and responds to simple learned questions. • Some control of very basic grammar.	• Reads and understands a limited number of common sight words, and short, simple learned phrases related to immediate needs.	• Writes a limited number of very common words, and basic personal info. on simplified forms; needs assistance.	29-41

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
IV	• Can satisfy basic survival needs and a few very routine social demands. • Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated. • A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.	• Understands simple learned phrases easily, and some simple new phrases containing familiar vocabulary, spoken slowly with frequent repetitions.	• Expresses basic survival needs, including asking and responding to related questions, using both learned and a limited number of new phrases. • Participates in basic conversations in a few very routine social situations (e.g. greeting, inviting). • Speaks with hesitation and frequent pauses. • Some control of basic grammar.	• Reads and understands simple learned sentences and some new sentences related to immediate needs; frequent misinterpretations.	• Writes common words and simple phrases related to immediate needs; makes frequent errors and needs assistance.	42-50

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
V	• Can satisfy basic survival needs and some limited social demands. • Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated. • A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.	• Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition. • Has limited ability to understand on the telephone.	• Functions independently in most face-to-face basic survival situations but needs some help. • Asks and responds to direct questions on familiar and some unfamiliar subjects. • Still relies on learned phrases but also uses new phrases (i.e. speaks with some creativity) but with hesitation and pauses. • Communicates on the phone to express a limited number of survival needs, but with some difficulty. • Participates in basic conversations in a limited number of social situations. • Can occasionally clarify general meaning by simple rewording. • Increasing, but inconsistent, control of basic grammer.	• Reads and understands some short simplified materials related to basic needs with some misinterpretations.	• Writes phrases and some short, simple sentences; completes simplified forms. • Makes some errors; needs assistance.	51-57

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VI	• Can satisfy most survival needs and limited social demands. • Can handle jobs and job training that involve following simple oral and written instructions and diagrams. • A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.	• Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording or slower speech. • Has some ability to understand without face-to-face contact (e.g. on the telephone, TV)	• Functions independently in most survival situations, but needs some help. • Relies less on learned phrases; speaks with creativity, but with hesitation. • Communicates on the phone on familiar subjects, but with some difficulty. • Participates with some confidence in social situations when addressed directly. • Can sometimes clarify general meaning by rewording. • Control of basic grammar evident, but inconsistent; may attempt to use more difficult grammar but with almost no control.	• Reads and understands simplified materials on familiar subjects. • May attempt to read some non-simplified materials (e.g. a notice from gas company), but needs a great deal of assistance.	• Performs basic writing tasks in a familiar context including short personal notes and letters (e.g. to a teacher or landlord). • Makes some errors; may need assistance.	58-64

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VII	• Can satisfy survival needs and routine work and social demands. • Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations. • A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.	• Understands conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech. • Understands routine work-related conversations. • Increasing ability to understand without face-to-face contact (telephone, TV, radio). • Has difficulty following conversation between native speakers.	• Functions independently in survival and many social and work situations, but may need help occasionally. • Communicates on the phone on familiar subjects. • Expands on basic ideas in conversation, but still speaks with hesitation while searching for appropriate vocabulary and grammar. • Clarifies general meaning easily, and can sometimes convey exact meaning. • Controls basic grammar, but not more difficult grammar.	• Reads and partially understands some non-simplified materials on everyday subjects; needs assistance.	• Performs routine writing tasks within a familiar context. • Makes some errors; may need assistance.	65+

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VIII	• Can participate effectively in social and familiar work situations. • A native English speaker not used to dealing with limited English speakers can communicate with a person at this level on almost all topics.	• Understands general conversation and conversation on technical subjects in own field. • Understands without face-to-face contact (telephone, TV, radio); may have difficulty following rapid or colloquial speech. • Understands most conversation between native speakers; may miss details if speech is very rapid or colloquial or if subject is unfamiliar.	• Participates effectively in practical and social conversation and in technical discussions in own field. • Speaks fluently in both familiar and unfamiliar situations; can handle problem situations. • Conveys and explains exact meaning of complex ideas. • Good control of grammar.	• Reads and understands most non-simplified materials including materials in own field.	• Performs writing tasks with reasonable accuracy to meet social and basic work needs.	
IX	• Can participate fluently and accurately in practical, social, and work situations. • A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.	• Understands almost all speech in any context. Occasionally confused by highly colloquial or regional speech.	• Approximates a native speaker's fluency and ability to convey own ideas precisely, even in unfamiliar situations. • Speaks without effort. • Excellent control of grammar with no apparent patterns of weakness.	• Reads non-simplified materials.	• Approximates a native speaker's ability to write accurately.	
X	• Ability equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level.	

APPENDIX D

LANGUAGE NEEDS ASSESSMENT INSTRUMENTS

LANGUAGE NEEDS ASSESSMENT

To get a global view of the worker's language needs, you should interview a supervisor and a worker in a similar position. Also, observe a worker to determine routine communicative needs.

QUESTIONS TO ASK PERSONNEL STAFF

I. Who would the workers report to or discuss regarding:

CONCERN	TITLE OF PERSON CONTACTED
1. injuries	
2. absenteeism/tardiness	
3. sign in/out procedures	
4. paycheck concerns	
5. supply needs	
6. broken equipment	
7. employee benefits	
8. promotional opportunities	
9. personal problems (which may affect job performance)	
10. phone-in procedures for sick days, emergencies, etc.	

II. Who else do the workers report or talk to? (Staff/Customers, etc.)

PERSON	SITUATION/FUNCTION

III. Are there any bilingual staff or supervisory positions?

IV. Which forms are the employees required to fill out? May we have blank and completed copies?

FORMS

1. job application
2. request for leave of absence or vacation
3. other ___________
4. other __________

V. To what degree are employees required to fill out application forms? Are they allowed to use a written model, such as a resume, or an already completed form to copy from? Are they allowed to seek help from others in filling out the form?

VI. Are oral interviews required for obtaining a job? If so, what criterion is used for evaluating the employees' responses?

1. fluency
2. pronunciation
3. appropriateness of response
4. non-verbal behavior
5. ability to use correct grammar

QUESTIONS TO ASK SUPERVISORS

I. Are there any bilingual staff supervisory positions?

II. Are daily instructions provided? In written or oral form? Can you provide some examples?

III. Which forms are the employees required to fill out? May we have blank and completed copies of these forms?

FORMS

1. work schedule
2. supply request
3. inventory
4. other ________
5. other ____________
6. other ____________

IV. Which safety signs and symbols must the workers be able to read? __________
____

V. Which slang terms or specific in-house terms would the worker need to know?
____

VI. How much socializing or social interaction is permitted? Is it permitted only at designated times? If so, explain ______________________.
Where is it permitted? - ______________________
Which topics are generally discussed? ______________________
____

QUESTIONS TO ASK SUPERVISORS (cont.)

VII. Which types of work-related equipment or machinery are the workers required to know the names of? ____________________

____

VIII. Which common work procedures are workers required to comprehend and/or describe?

____

IX. Which areas in the work site are the workers required to identify by name?

____

XI. Are there any standard or job-specific abbreviations used in the work-site? Please list examples ____________________

XII. Are there any standard or job-specific coding procedures used in the work-site? Please list examples.____________________

____

FREQUENCY OF ENGLISH USED IN VOCATIONAL EDUCATION CLASSES AND ON THE JOB

Instructions: Please rate each language skill area according to its frequency and/or importance: 1) IN THE CLASS and 2) ON THE JOB.

Scale: 1 = little use to 5 = very frequent use

LANGUAGE SKILL:	Rate 1-5 1) IN THE CLASS	SITUATION	Rate 1-5 2) ON THE JOB	SITUATION
a) Listening Comprehension				
b) Speaking				
c) Reading				
d) Writing				

BVEP-10/79

Coordination of Bilingual Vocational and VESL Curricula with the "Regular" Vocational Education Curriculum

We all agree that it is necessary and desirable for the Bilingual Vocational and/or VESL staff members to establish a good working relationship with the "regular" vocational instructor(s). How smoothly this runs will depend upon the particular situational mix of your respective programs, and the institution and personalities involved.

Coordination is particularly important in developing VESL curriculum and bilingual vocational materials. It generally falls to the Bilingual Vocational/VESL staff, as initiators of a "new" program, to take the lead in making specific requests for the type of information they need to assist the LEP students. After exchanging general descriptions of your program, students to be served, and the vocational course, you need to get down to specific points. The following list presents some key questions which might help you identify the vocational content and the related language to be learned.

1. What must the student be able to do after successfully completing your course? What (level of) skills must he/she demonstrate?
2. What (level of) math skills are required in your course?
3. What kinds of tests or other evaluations are done and how often are they done?
4. May I have a copy of your course outline or syllabus? Would you go over it with me?
5. What materials or textbooks are used?
6. What major content areas are taught in what order at what pace?
7. Do you go through this text chapter-by-chapter or do you skip around? (Again the order of content areas.)
8. Could you give me an idea of how closely you follow the text, and what you expect your students to be able to do with it?
9. About how much time do you spend on each chapter or major topic? (Again the pace of the course.)
10. How can I tell what is most important for the students to learn? Would you select for me ± 10 of the most important concepts in each unit/chapter?
11. How are classroom lectures and hand-on activities scheduled?
12. What kind of homework assignments do you give, and how often?
13. What other supplementary written material do you use (e.g. lists of tools, processes, machine parts, safety rules)? May I have copies?

14. What supplementary audio-visual aids do you use?

15. May I sit in on your class now and then, to get an idea of how you structure it, what kinds of activities you have the students do, and what kind of language you use?

16. Could we get together periodically to talk over things like eventual changes in the course outline, progress of the LEP students, and problems you see them having?

APPENDIX E
ESL ACTIVITIES

LEARNING ACTIVITIES

ACTIVITY	PURPOSE	PROCEDURES	EXAMPLES
Repetition Drill	To develop awareness of contextualized language and practice pronunciation.	1. Instructor says word or sentence. 2. Trainees repeat.	Instructor: That is a diskette. Trainees: That is a diskette.
Substitution Drill	To develop awareness of lexicon or parts of speech which occur out of context.	1. Instructor says sentence and adds word to be substituted. 2. Trainees repeat sentence using substitution item.	Instructor: Press the space bar. Control key. Trainees: Press the control key.
One-Sided Dialogue	To expose trainees to natural discourse, intonation patterns, grammatical structures and correct sequence.	1. Instructor models each part of dialogue. 2. In dialogue format, instructor provides one part and trainees respond with the other part. (3.)Trainees provide appropriate responses given a new context.	Instructor: What do you have to do before you power down the computer? Trainees: You have to remove the diskette. Instructor: Right. First, return to the opening screen, then remove the diskette.
Total Physical Response	To develop listening skills for understanding oral instructions.	1. Instructor states instructions. 2. Trainees demonstrates understanding by performing appropriate actions or gestures.	Instructor: Take the program disk from the file. Put it in the disk drive on the left. (Trainees perform tasks.)
Matching	To evaluate trainees' ability to match words, pictures, numbers or definitions.	WRITTEN: Match the item on the left to the corresponding item on the right or to aural cues.	WORKSHEET Pictures of equipment/ materials on left side. Names of items on right side.

LEARNING ACTIVITIES

ACTIVITY	PURPOSE	PROCEDURES	EXAMPLES
Scrambled Sentences	To develop awareness of proper sentence structure.	1. Instructor hands out words randomly to students. 2. Trainees arrange words in proper sequence to form intelligible sentence.	paper clips in the are drawer the second The paper clips are in the second drawer.
Sequencing Steps Exercise	To develop one's ability to arrange steps in logical order.	1. Instructor reads or passes out sentences which are out of sequence. 2. Instructor asks trainees to place sentences in correct order.	CUES: Insert the paper. Press P for print. Turn on the printer. Adjust the paper. Trainees: Turn on the printer. Insert the paper. Adjust the paper. Press P for print.
Two-Sided Dialogue	To expose trainees to natural discourse, intonation patterns, grammatical structures and correct sequence. To encourage creative use of language within a specific context.	1. Instructor models dialogue. 2. Trainees practice both parts. (3.)Trainees compose and present new dialogue to class.	Trainee 1: Could you ask Mr. Taylor for a new diskette? Trainee 2: O.K. Are you sure one is enough? Trainee 1: One is enough for today. On Monday, I'll need another one. (Students switch roles.)
Question - Answer Drill	To develop ability to understand a question and form an appropriate response.	1. Instructor asks questions. 2. Trainees answer using correct structure.	Instructor: Do the initials MO stand for Montana? Trainees: No, they don't. They stand for Missouri.
Answer - Question Drill	To develop ability to form questions.	1. Instructor provides "answer". 2. Trainees ask question which matches answer.	Instructor: Toggle switch. Trainee: What is the on/off switch called?

LEARNING ACTIVITIES

ACTIVITY	PURPOSE	PROCEDURES	EXAMPLES
Role Play	To elicit creative and natural language in a specific situation.	1. Instructor states setting, situation, problem, and roles of participants. 2. Trainees assume roles, and provide meaningful dialogue.	Trainee 1: Are you finished with the address list? Trainee 2: No, I'm not sure how to enter these long names. Trainee 1: Can I help you? Trainee 2: Sure! Here they are... ...etc.
Reading Comprehension Questions Worksheet	To evaluate trainees' ability to comprehend prose.	WRITTEN: Read the message. Answer the questions.	Please process the following addresses after the zip codes have been verified. "What is the first thing you must do?"

APPENDIX F
APPLIED PERFORMANCE TESTING ACTIVITIES

APPENDIX F: APPLIED PERFORMANCE TESTING ACTIVITIES

The last part of a lesson plan consists of the evaluation of learning. In competency-based instruction, the evaluation consists of the actual demonstration of performance. A VESL lesson plan should contain a performance objective which specified the performance (the specific behavior), the conditions (the performance situation), and measurable criterial (the standard of acceptance performance). The teacher can design an applied performance test in which students demonstrate the target competency. Examples of applied performance tests are simulations, role-plays, contact assignments, and performance. Following are definitions:

SIMULATION:	A certain environment, such as a store, bank, post office, or workplace is replicated in the classroom or testing area, and students perform a specific task characteristic of that environment.
ROLE-PLAY:	A situatin is established in which students react by playing a role.
CONTACT ASSIGNMENT:	A student is sent out into the "real world" to accomplish a given task.
PERFORMANCE:	The actual performance of some life skills is feasible in a classroom setting.

Source: Mainstream English Language Training Project (MELT)
U.S. Department of Health and Human Services
Social Security Administration
Office of Refugee Resettlement
March 1985

APPENDIX G

TRAINEE AND EMPLOYER FOLLOW-UP QUESTIONNAIRE

EMPLOYER FOLLOW-UP

SAMPLE PHONE INTERVIEW

WORK STATUS

1. Is the employee (trainee) working full time or part-time for your company? How many hours per week?

2. How much is the employee earning per hour?

3. Does the employee have any benefits?
   If so, which ones (health insurance, sick pay, vacation pay, etc.)?

4. What is the employee's job title?

5. What are the employee's main job responsibilities?

6. Has the employee received a promotion since s/he began working for your company?

EMPLOYER SATISFACTION

1. Are you satified with the employee's work performance? Explain:

2. Do you feel that the employee received adequate vocational training for the job? Explain:

3. Does the employee have adequate English language skills to perform successfully on the job? Explain:

4. Does the employee interact appropriately with his/her supervisor? Explain:

5. How does the employee get along with co-workers?

6. Are you satisfied with the employee's overall progress since s/he began working?

7. Is the employee motivated to improve him/herself?

8. Is the employee in line for some type of promotion or pay increase in the near future?

9. Would you hire another employee like this one?

10. Any additional comments:

TRAINEE FOLLOW-UP

SAMPLE PHONE INTERVIEW

EMPLOYMENT STATUS:

1. Are you currently employed ___ unemployed ___ (go to #10)
2. Who do you work for: ______________________________
3. What is your job title/occupation? ______________________________
4. How many hours do you work per week? ________ hrs.
5. What is your current salary (per hour)? $________
6. How long have you worked with this employer? __________
7. Are you happy with your job? Yes _____ No _____ Comment:
8. How well did the vocational training prepare you for your job?
   Very well _____ Well _____ Somewhat _____ Not at all _____
9. Are you having any problems with your English on the job?
   Yes _____ No _____ Cite examples:
10. Why aren't you employed? Health _____ Family _____ School _____
    Not interested _____ Other:

PROGRAM SATISFACTION:

1. Did you complete the training program? Yes ____ No ____ Why?
2. Have you been contacted by the program after leaving?
   Yes _____ No _____ Explain:
3. Was the training site convenient to where you lived?
   Yes _____ No _____ Explain:
4. Was the schedule of your classes convenient? Yes ____ No ____
   Explain:

5. Did you understand the information presented by your vocational teacher?

Always _____ Most of the time _____ Sometimes _____ Seldom _____

6. Did you have any trouble understanding the materials used in vocational class? Yes ____ No ____ Explain:

7. Did the vocational teacher take the time to explain things or words you did not understand? Yes ____ No ____ Explain:

8. Would you rather have a bilingual teacher or an aide to translate for you?
Bilingual teacher _____ Aide _____

9. Did the ESL class help prepare you for your vocational class?
Yes _____ No _____ Explain:

10. Did the ESL class help prepare you for communicating on the job?
Yes _____ No _____ Explain:

11. Did the counselor help prepare you for finding and getting a job?
Yes _____ No _____ Explain:

12. Was the counseling helpful in dealing with your personal problems?
Yes _____ No _____ Explain:

13. Was the counseling helpful in dealing with your training problems?
Yes _____ No _____ Explain:

14. Did the program affect your attitude toward work?
Yes _____ No _____ Explain:

15. Do you have any recommendation for the program?

APPENDIX H
GENERAL EMPLOYMENT SKILLS LIST

General Employment Skills

1. Job Search

    1.1 Investigate the services of employment agencies
    1.2 Locate job openings through newspapers, personal contacts, and through direct contact with employers

2. Job Applications

    2.1 Prepare letters of inquiry or application
    2.2 Compile a list of references
    2.3 Prepare application forms
    2.4 Apply for a social security card, work permit, and licenses
    2.5 Prepare a resume

3. Employment Tests

    3.1 Prepare for common types of employment tests
    3.2 Take commonly administered employment tests

4. Job Interviews

    4.1 Demonstrate an attitude appropriate for a job interview
    4.2 Discuss prior work experiences, and personal, character, and job references
    4.3 Discuss personal aptitudes with respect to a prospective employer's requirements
    4.4 Document and discuss all training and education relevant to job openings
    4.5 Discuss wages and salaries with a prospective employer

5. Employee Characteristics

    5.1 Display motivation toward work
    5.2 Adjust to changes in work conditions
    5.3 Tactfully accept or decline overtime work requests
    5.4 Demonstrate loyalty to company
    5.5 Tactfully handle frustration at work
    5.6 Participate in work related social activities
    5.7 Work effectively without supervision or with limited supervision
    5.8 Maintain a good work attendance record
    5.9 Follow directions correctly and complete assigned tasks
    5.10 Ask questions when confused
    5.11 Demonstrate a willingness to improve personal capabilities and acquire new skills
    5.12 Be a productive employee
    5.13 Work effectively as a team member and get along with other employees

APPENDIX I

GRAMMATICAL FOCUS INDEX

DATA ENTRY VESL CURRICULUM
GRAMMATICAL FOCUS INDEX (FOR TRAINEES'/WORKERS' ORAL SAMPLES)

NOUNS

Level 1
singular/plural I.2
as adjectives I.2

Level 2
as adjectives I.2

PRONOUNS

Level 1
pesonal I.1, I.6, F.S. T.9
demostrative I.2, I.3
some T.4
reflexive T.6
ANOTHER/ONE T.7
possessive T.13

Level 2
personal I.2, T.1
relative I.5, F.1
ANY T.4
reflexive T.6
possessive T.13

ADVERBS

Level 1
manner F.3, T.11, C.3
frequency F.4
location T.1, T.12
time T.1, T.3, T.10, G.9
sequence T.3
intensifiers T.9
comparative T.11

Level 2
sequence T.3
intensifiers T.7, T.9
manner C.3
time T.10, G.6, G.9
FOR/SINCE G.8
comparative G.14

ADJECTIVES

Level 1
demonstrative I.2
descriptive I.2, T.9
comparative I.5
possessive T.13
ANY G.3

Level 2
descriptive S.1, T.9
SOME/ANY T.4
comparative T.7, T.11
possessive T.13

ARTICLES

Level 1
indefinite I.1, I.5
definite I.1, C.7

Level 2
indefinite I.2

PREPOSITIONAL PHRASES

Level 1
adverbial
  general F.1, T.6, G.4, G.9
  location S.1, T.4, T.5
  time G.6
adjectival G.1

Level 2
adverbial
  general I.4, F.1, F.2, F.3, T.3, G.1, G.11
  location T.5
  time G.6

CONJUNCTIONS

Level 1
BUT S.1

Level 2
BUT T.8 T.13, G.16

CLAUSES

Level 1
noun G.16

Level 2
adverbial F.4, T.1, T.5, T.12, T.13, C.2, C.4, G.3, G.14,
noun S.1, T.10, G.16

QUESTION FORMS

Level 1
YES/NO I.3, G.1
WHAT + BE I.3, G.11
WHAT + DO T.1
WHERE T.4, T.5
CAN T.6, T.12, G.14
HOW + BE T.9
CAN/MAY T.13
WOULD T.13
HOW + DO C.4, G.4
passive CALLED C.6
DO G.1
THERE IS/ARE G.3
HOW MUCH G.11
COULD G.14

Level 2
WHAT + BE I.2
WHICH +BE I.3
DO I.4, T.9. C.5
Wh-questions F.3
WHAT + past DO T.2, C.2
HOW MUCH + DO T.4
WHERE T.5, C.2
embedded WHERE T.5, G.4
COULD T.6, C.1, C.2, C.3, G.3, G.4
SHOULD T.11
CAN T.12
tag questions T.14, C.7
embedded WHAT C.2
embedded HOW C.4
CAN/COULD C.4
WHY C.6
embedded IF G.3

VERB TENSES

Level 1

present BE, I.1, I.2
simple present I.4, F.1
future WILL S.3 T.1, T.9, T.10
T.11, T.12, G.6, G.17
past G.8, G.9
present continuous G.9
future GOING TO G.17

Level 2

simple present I.3, I.6, F.1,
F.2, C.4
present passive I.5, F.2, T.5
C.6
conditional S.2, G.14
future WILL T.9, T.10, T.12,
G.17
present continuous S.1, G.1
present perfect T.8, G.9
simple past T.10, G.9, G.17
present perfect continuous
G.8

MODALS

Level 1

CAN I.5, T.6, T.12, G.9
SHOULD F.3
MAY
CAN (neg.) T.6
CAN/MAY T.13
COULD G.9

Level 2

SHOULD F.3, T.11
COULD F.4, T.6, C.2, C.4,
G.4, G.10
MIGHT S.2
WOULD S.2, G.6
CAN (neg.) T.6
CAN T.12, G.9
CAN/MAY T.13
COULD (past tense) C.2
WOULD (past tense) G.17

VERB FORMS

Level 1

gerunds I.4
imperatives S.2, T.1, T.2
infinitives F.4
polite imperatives C.2, C.3
passive CALLED G.6

Level 2

gerunds I.4
infinitives F.3
modals + passive S.1
reported speech S.3, T.2
passive S.3, C.6
imperatives T.1, C.2

SHORT ANSWER FORMS

Level 1

I.1, F.3, S.3
T.1, C.1

Level 2

SPECIAL USAGES

Level 1

USED FOR + gerund F.2
USED TO + infinitive F.2
THERE IS/ARE S.1
polite expressions T.14
FORGET + infinitive S.3
REMEMBER + infinitive S.3
THANKS FOR + gerund S.2
HAVE TO T.3
BE OUT OF T.4
DONE/FINISHED + gerund T.8
HAD BETTER T.9
apologetic expressions T.10,
C.1, C.2
HOW'S THIS? T.14
STAND FOR C.5
WOULD LIKE + inifinitive G.14

Level 2

WOULD LIKE + infinitive I.2,
G.6, G.14
STAND FOR I.6
HAD BETTER S.2
polite expressions S.1, C.1
ALLOWED S.3
apologetic expressions S.3,
G.17
HAVE TO T.3, T.9
HELP + gerund T.6
DONE/FINISHED + gerund T.8
THERE IS/ARE T.9, G.11
SUPPOSED TO T.10
THANKS FOR + gerund T.11
HOW'S THIS T.14
GET IT idiom C.1
STAND FOR C.5
USED FOR C.6
LOOK FORWARD TO + gerund G.6
PREFER G.10
WHAT KIND OF G.11
HAVE TO (past) G.17